

GIRARD COLLEGE

PRESIDENT'S REPORT FOR 1930

Girard College, December 31, 1930.

Board of Directors of City Trusts,

GENTLEMEN:

The year under review marked the twentieth anniversary of our coming to Girard College. Alumni, members of the staff, friends of the College in both the community and the country at large, and the boys themselves took some note of this anniversary occasion, all of which served as an encouragement in the task to which we have been called. In the course of nature, the remaining years of this service cannot be many. The present report calls for a somewhat broader view of tendencies, with both a backward and a forward look.

No message received in connection with the twentieth anniversary was more stimulating than that placed at the head of a letter of congratulation which read, "Every achievement is but a camping place for the night." This served as a reminder of Stevenson's beautiful sentiment: "It is better to travel hopefully than to arrive." Once again we are privileged to chronicle the progress of the year not as an end in itself, but as a camping station on that pathway of advance which has ever characterized the Girard College of the past, and which, please God, may continue to characterize the Girard College of the future.

Plato, the greatest philosopher of antiquity, and the author of the first scientific treatise on education, was the first authority to lay down the dictum that education is a comprehension of the whole of life. This assumption runs through Plato's *Republic* and, more than any other of Plato's ideas, is applicable to education as a training for entrance into modern life.

Probably no wiser definition of education has ever been expressed than that it is the process of adjusting the individual to the life which he is to lead, and of developing in him the powers to meet the needs of that life. Plato said further that a freeman ought not to be a slave even to the acquisition of knowledge. Bodily exercise, he pointed out, when done under compulsion, may not do the body harm, but knowledge which is acquired by compulsion fails to furnish mental strength.

It cannot be too often reiterated, or be stated in too many ways, that the aim of education should be to develop in young people the ability to direct their own courses of action. If education furnishes to the individual the power to make right adjustments to the new situations which he meets, it has prepared him to live worthily. These great ends of education are not to be realized through the injunctions of schoolmasters as expressed in repetitions of "Thou shalt not" and "Thou shalt." Girard College can best serve the boys who are committed to its upbringing by training them to live their lives in the College, and to make their choices and to direct their activities in much the same way that they must live and choose after they leave the College.

Through the instrumentalities of the school the way is opened for youth to serve as "the only living bridge" over which the inheritances of the past and the best of the present can be carried to the period that lies ahead. Teachers should find their greatest inspiration in the thought that their best teaching can be preserved through the youth and be made to live again in the generation to follow. Thus the continuation of the higher and better things in the world is dependent upon education.

One of the great educational events of the past year in America was the White House Conference, called by President Hoover and attended by several thousand leaders in education, child health, and child welfare, representing the country at large. The President opened the conference with a ringing appeal for the rights of children, and pointed out many ways in which the present generation is failing to measure up to the obligations and opportunities which the children of the nation present. Perhaps no single sentence spoken in the White

House Conference was more significant or far reaching than this: "Human progress occurs only when the new generation surpasses the old." Those who were privileged to attend the White House Conference and to come in contact with political and educational leaders, brought back to their work a newer and higher conception of the privilege which is theirs.

Dissatisfaction with our educational ideas and a renewed effort to make education more effective are hopeful promises for the youth of tomorrow. We do not delude ourselves with the thought that Girard College has reached the acme of service to its boys. Such a study as was presented by the White House Conference shows how far we have fallen short of the educational ideal. The preliminary report for that Conference, the series of meetings held, and numerous other educational conventions during the year have focused thought upon the child himself. They serve to remind us that when the Great Teacher was on earth, He began His Father's business when but twelve years of age, and that when later He was teaching a great lesson, He took a little child and set him in the midst of the learners. The *New York Times* has wisely said editorially: "The earth needs the charity of youth to heal it, the ardor of youth to stir it, and the faith of youth to lead it on." What greater romance than shaping the tomorrow of the world through the training of the youth of today! Those engaged in this process may well feel that they do not covet the task of any other member of society.

CHANGES IN STAFF

RESIGNATIONS

LLOYD B. GILMAN, B. S., Housemaster.....	January 31
MISS ROSALINE BERMAN, A.B., A.M., Teacher, Junior School	January 31
MISS EVA M. REED, Governess.....	February 28
MISS RUTH D. BEYER, Governess.....	April 15
CHARLES G. DELONG, JR., Substitute Teacher of Typewriting...	June 30
ARTHUR F. SYMOND, A.M., Teaching Housemaster.....	August 31
MISS PAULINE FIGULY, Governess.....	August 31
MRS. ELIZABETH H. WILT, Governess (Retired).....	August 31
MRS. KATHRYN G. KEELER, Teacher, Middle School.....	August 31
GUY W. MERRYMAN, B.S., Housemaster.....	August 31

GEORGE F. FESSLER, A.B., Housemaster.....	August 31
ELLIS P. UPDEGRAFF, A.B., Housemaster.....	August 31
ERNEST PATCHEL, Housemaster.....	October 11
FRANCIS L. ZIMMERMAN, B.S., Teaching Housemaster.....	October 13
MRS. MILDRED C. PALMER, Governess.....	October 31
MISS EDNA M. STEELE, Dietitian... ..	November 28
FRANK O. ZESINGER, Steward (Retired).....	December 31

DEATHS

SAMUEL P. CAMERON, D.D.S., Dentist-in-Chief.....	April 27
--	----------

APPOINTMENTS

MISS MARION B. MUNN, Teacher, Junior School.....	February 1
MISS HULLDA PIATT, Governess.....	February 1
GEORGE F. FESSLER, A.B., Housemaster.....	February 1
ELLIS P. UPDEGRAFF, A.B., Housemaster.....	March 7
MISS JENNIE P. KAYS, B.E., Governess.....	April 16
CHARLES M. KNOPF, B.S., in E.E., Superintendent of Grounds, Buildings and Supplies.....	June 2
MISS DOROTHY H. WENGER, Teacher of English, Middle School	September 1
REYNOLDS JOLL, B.S., Housemaster.....	September 1
MRS. MILDRED C. PALMER, Governess... ..	September 1
MRS. LYNDA H. STAFF, A.B., Governess.....	September 1
HARRY ENGLE, A.B., Housemaster.....	September 1
GEORGE H. CLYMER, A.B., Substitute Teacher of English, I. H. S. and E. I. Classes.....	September 1
DEWITT LANDRY DIETRICH, Housemaster.....	September 1
MISS CAROLINE P. RHOADS, A. B., Special Teacher, Elementary School	September 22
O. G. L. LEWIS, D.D.S., Visiting Dentist	October 13
PAUL M. CHALMERS, A.B., Housemaster.....	October 23
PAUL COFFEY, B.S., Housemaster.....	October 30
I. NEWTON DURBORAW, Housemaster.....	November 10
MRS. BERYL W. IRVIN, Governess.....	November 19
MISS MARGARET RUSSELL, Dietitian.....	November 24

TRANSFERS

WILLIAM JAMISON, Assistant Steward to Assistant Superinten- dent of Grounds, Buildings and Supplies.....	May 1
J. MAURICE STRATTON, Housemaster to Teaching House- master	September 1

RAYMOND L. BURKLEY, B.S., Housemaster to Teaching House-
 masterSeptember 1
 DeWITT L. DIETRICH, Housemaster to Teaching Housemaster October 14

THE STAFF

One hundred and fifty selected seniors were privately interviewed in an American college, each for a period of two hours, to learn what had most influenced them during their period of training. The consensus of opinion clearly established that the first influence was the home, or of some member of the family circle—father, mother, brother, or sister. The second greatest influence in the lives of this group was that of some personality with whom they had come in contact in school or college, some teacher or administrative officer, or perhaps some fellow student.

Such testimony as is above summarized should furnish a new stimulus to those in the teacher's calling. In his helpful annual report for 1930, the Rector of St. Paul's School directs attention to the teacher as a sort of keystone to the educational arch. This is well presented by Dr. Drury in a brief summary. "Schoolmasters," said he, "must approach their task with enthusiasm so long as they approach it at all. School work is never doing the same old thing over and over again. Subtly new are the problems; subtly different are the persons. * * * * Those who are privileged to deal with youth must never be victimized into a drudging routine. Always school teaching is an adventure, always school life is a pilgrimage of hope, always leaders of youth, in company with youth, heartily know that the best school days are yet to be."

Numerous changes in staff have occurred during the year under review. Miss Fanny West, a teacher of drawing from October, 1878, to February, 1913, died on October 23rd. Miss West visited the classrooms of other teachers to give instruction in her special assignment. She will be remembered by all of the alumni of her generation as energetic and faithful to the interest committed to her.

Mr. William H. Hager, a former prefect and housemaster in the College, also died during April. Mr. Hager served from

January, 1884, to September, 1926. Throughout, his service was characterized by loyalty and faithfulness. Perhaps he will be best remembered for his having sponsored declamation contests for a number of years.

Mrs. Kathryn Gleason Keeler, a teacher in the Middle School who was married in February, 1930, resigned at the close of the second term. Mrs. Keeler served on the staff of the College for upwards of ten years and did a highly creditable piece of work.

Miss Edna M. Steele, who had given a high order of service in the difficult position of dietitian, resigning at Thanksgiving to be married to a former housemaster, Francis L. Zimmerman.

On January 19, 1931, Winthrop D. Sheldon died, at the age of ninety-one. Dr. Sheldon served as Vice-President from 1892 to 1913 and gave a service characterized by thoroughness and unstinted devotion. He was a graduate of Yale University in the class of 1861 and acted as secretary of his class from the date of his graduation. Dr. Sheldon saw service in the Civil War and was taken prisoner at the battle of Chancellorsville. Before coming to Girard College he had an appointment as Professor of Greek and Latin at Colorado College, Colorado Springs, and had won distinction as a classical scholar through the translation of dialogues and satires from Lucian. He also prepared histories of his class and of the Civil War regiment in which he served, and edited and revised the Girard College *Manual of Worship*.

Numerous friends took note of Dr. Sheldon's ninetieth and ninety-first birthdays. More than a hundred messages of good wishes and good will were sent him on his ninetieth anniversary, and to all of these he replied in characteristic fashion in letters written in his own precise and beautiful hand. His interest in Girard College continued to the end; he cherished the memory of his associates and the boys with whom he had worked. As an old-time schoolmaster he stood for ideals of scholarship and left the memory of a life which is a benediction to all who knew him.

Calvin Coolidge in the choice of his life's companion, who so

beautifully graced the office of the first lady of the land, selected a teacher. Writing on teachers, Mr. Coolidge made the observation that the standards which teachers are required to maintain are continually rising. "The work of teaching," he said, "takes on new dignity with the passing of time. The business of teaching," he held, "tends to rise above a calling, even above a profession, and to enter the realm of an art," adding "The teachers' contribution to human welfare is beyond being estimated."

A most important educational policy for any institution is to provide for improvements in the staff in its services. These improvements may come about in various ways. One useful method is the affording of a sabbatical leave arrangement by which teachers, at intervals, may have a cessation from the routine of their work to be used as promises most for their improvement. The sabbatical leave at times with us has been used for rest and pleasure and the rebuilding of the physical and vital energy which has been depleted over a long tenure. Certain teachers who have had leaves of this sort have returned to their places after a half year or a year with rejuvenated spirits, and have made a fresh start in their teaching lives. Repeatedly teachers have used their leaves for professional studies, the completion of thesis requirements, or the taking of advanced degrees. This, when it can be done, affords an enrichment of the teacher's professional equipment.

Travel and change of scene furnish a freshening of life interest and afford new points of view in educational work. Travel has been especially helpful to members of our teaching and household staffs who have used their vacations and their leaves of absence for trips to various parts of America and abroad, thereby deepening and strengthening their intellectual lives.

During the past vacation a number of the Girard teaching staff attended summer schools, pursuing studies related to their interests here. This again provides a way by which teachers are enabled to contribute more than would otherwise be possible. The business of teaching consists largely of the stimulation of others, and it is well to remember that the

spring can rise no higher than the source from which it takes its head.

Opportunity should be given in all well-organized and progressive systems of education for teachers to have some free time to visit other teachers who are doing similar work, perhaps under different conditions. Such visits give teachers a measure by which to gauge the work which they are doing. These school visits have proved helpful.

During the present school year a series of studies on psychology, in its relations to school work, and on influences and stimuli which affect the development of boys are being conducted by the supervisors and teachers of the Elementary Schools. Twenty-five conferences have been planned in which reports are presented by some member or members of the group and discussions follow. In the High School the faculty has held similar discussions on methods of stimulating learning and of establishing desirable habits of study. Lectures looking toward the improvement of the staff were also delivered during the year by Professor Charles H. Judd, of the University of Chicago, and Sir Michael Sadler, Master of University College, Oxford, England.

These and many other devices for the improvement of the staff have contributed to a progressive spirit among our teachers and officers, which has made them happier and more effective. The supervisors and heads of departments have organized their respective groups and have set up standards and ideals for individuals and departments. Books and magazine articles, stimulating and helpful in character, have been read and discussed in these conferences. Our staff is, we believe, wide awake to the progressive movements in education, and is availing itself of every opportunity to keep step with educational progress. Best of all, these measures create a wholesome, healthy, and helpful attitude, which is a necessity if teachers and officers are to exercise a stimulating influence upon the minds of the boys whom they teach.

OUT-OF-SCHOOL LIFE

The out-of-school life at Girard College is at once the most difficult to vision and evaluate, and the most crucial and determining in the lives of the boys. At most, the Girard boys spend six hours per day for five days a week under the instruction and influence of the schools. Eighteen hours of the five school days, and all of Saturdays and Sundays, are spent under the supervision of the Household Department. We can not too strongly emphasize the importance and the influence of a wise use of this household time.

Stating the matter differently, the life out of school at Girard gives opportunities to put into practice the moral, civic, and social lessons which the schools inculcate. If the teaching in school is not supported by the practice of the household, we are in danger of developing a system in which teaching means one thing and practice something quite different.

The true test of the spirit of such an institution as Girard College is the home life which boys lead, and the way in which they respond to the appeals which are made to them in their relations to their fellows and to the good order of the place. A school should furnish what Dr. Cyril Norwood terms "a civilizing process," with which it is necessary to surround boys if we would develop them into socialized human beings. This process, as Dr. Norwood points out, must consist of something better than "compulsory idleness."

This atmosphere as a helpful educational influence has two aspects. One is the effect upon individual pupils and their interests, and the other, the effect of such a spirit upon the school as a whole. Happily, the choice is not between these as alternatives, but it can and should include both of them, Freedom and order both must be preserved, and somewhere should be found a balance between the individual initiative termed freedom and the general regulations which are necessary for any semblance of order. This balance can only be found through the education of the personal choices and the creation in the individual of a sense of the obligation which he owes to the social group.

Any organized society implies order; respect for order is a first law of life in such a place as Girard College. We must have an established procedure so that large numbers may live and work together in the close confines of our school plant. This necessitates discipline and the forming of social habits on the part of the individual. So important is discipline in this habit formation that it has been well termed "the stuff of which character is made."

Along with the natural desire for freedom of every normal human being, there is also what the philosophers have called a gregarious impulse, termed by modern writers the herd instinct, which tends to draw men together into organized groups. Girard College is such a group.

The balancing of personal liberty and the requirements of group life becomes possible only through the cultivation of a moral sense and the establishment of the idea of a moral order and the obligations that it imposes. As stated by Dr. Drury in his report on St. Paul's School for 1930, the boarding school has unusual opportunities for developing this moral sense. "It is in such a school," says Dr. Drury, "that youth most happily develops. It is there that a boarding school is built and flourishes. Decreasingly we say: You must; increasingly we say: You may; while the developmental area of obligation abounding in risks, silently yet eloquently proclaims: You ought."

Those of us who must administer discipline in such a complex organization as Girard College recognize the limits of human wisdom and the possibility of making mistakes. It has been said that only God Almighty Himself has the wisdom to make right decisions in matters affecting the conduct of others, but the human will is so constituted that even the Almighty would be troubled in the establishment of an ideal relationship between individual freedom and that orderly procedure which maintains social well-being.

Much has been written on corrective measures, punishments, and the like; yet, after all is said and done, one stands hesitant and uncertain of the correct procedure in dealing with individual cases, each of which seems to present a new point of view.

The old-fashioned schoolmaster made the routine easy for himself by applying standardized punishments to given offenses, but each individual is distinctive and his conduct cannot be standardized, nor can the methods of dealing with him be reduced to a mechanical procedure. The great English headmaster, Sanderson of Oundle, affirmed that punishment is a crime, and also a blunder. It is resorted to because, as he said, it is a cheap and an easy device. To escape from the necessity of punishment requires sacrifice and a capacity to deal with individuals in a constructive way, thus keeping the management of the school on the positive side and in the interest of the individual. Perhaps the most effective single means of escaping the necessity for punishment is to create in those whom we train an ambition, a desire, or an ideal for right accomplishment which will act as a deterrent to wrong-doing. The resourceful President of Antioch College has recently written a homily on "The Education of Ambition" which points to the necessity for training and directing the ambition so that human welfare will be promoted through the action of individuals, not for their own selfish ends or pleasures, but to make society better. What he terms "a new sense of values" is necessary for the guidance and control of ambition. President Morgan adds, "Only when mastered and directed to the fulfilment of valid human purposes does ambition become uniformly beneficial."

The physical basis for the life of our boys has been improved in several particulars during the past year. Section I, to which boys are normally assigned during their early adolescence, when they should have the greatest possible amount of individual attention, has had for several years the largest section group, the least amount of personal contact with the officers in the household department, and the least favorable conditions for home life.

During the past year, acting on the assumption that the institution exists primarily for the boys, we found a means of changing the large parlor in Lafayette Hall into a section room, thus dividing Section I and making it possible to give two housemasters instead of one the care of these boys. The

subdivision assigns thirty-six and not seventy-two boys to a housemaster. This plan, we are pleased to report, has worked out to the great good of the boys. The new housemaster secured was Mr. Harry Engle, a graduate of Girard College in 1921, who has since completed a college course at Bucknell University and has had several years of teaching experience. Mr. Engle became an associate of another Girard graduate who had completed a course at Temple University. The whole plan for improving the living conditions has resulted favorably, and we are gratified to note the response of the boys themselves showing their appreciation of the improved conditions.

The school has sought to give aid to the house in the development of good study habits and in the cultivation of industry in the use of the out-of-school time. Study hours are, we believe, better conducted; lessons are more satisfactorily prepared; and the number of failures is considerably lessened. All of these ends are the results of the coöperative effort of the teachers and the household officers.

In addition to the preparation of lessons, the household is primarily responsible for the care of property, both personal and institutional. The training of boys to take care of the outfits and books with which they are supplied, and to have a decent respect for the furniture, apparatus, working equipment, and buildings of the institution, is a part of their education. Individuals are given a new sense of school obligation by means of house committees and through various appeals of student leaders, officers and teachers.

Along with the respect for the material things of a school, should go a respect for its good name. In many ways the Girard boys are stimulated to treasure the reputation of the institution, both while they are here and after they leave. We believe that they develop a real consciousness that they are the ambassadors of the school and that they seek worthily to represent it.

Many agencies here are coöperating to realize the ideals set forth above. The student publications carrying appeals of the student editors for the response of their fellows are of great

help. The problems of the College are discussed and ideals are set up in the various house committees, on which serve both housemasters and boys. In a larger way, the Conference Committee contributes to the same desirable end. The conferences between officers of the College and groups of older boys are helpful. From time to time appeals are made by boys, teachers, or officers in the general assemblies or house groups, and the spirit of the College is, we believe, steadily improving.

It sometimes happens that irregularities in the conduct of boys come through lack of information, or forgetfulness, rather than through wilful wrong-doing. Boys' memories are short; the business of education calls for patience and the reiteration of the same basal truths in many ways and under various guises. Education requires constant reminders, here a little and there a little, as opportunity presents itself—not in the way of complaint or scolding, but in commendation and helpful and pleasant suggestion.

Among the influences which have contributed to this constructive attitude in the life of Girard College during the past year is a handbook which is printed for boys, teachers, and officers. This book contains sixty odd pages presenting a compact summary of the activities, plans of work, and regulations under which we operate. As stated in its foreword, the book is designed to promote mutual understanding and co-operation on the part of all who are engaged in the task of making Girard College a better school.

A stock-taking of the moral conditions, conduct, and student sentiment of Girard College for the year under review gives grounds for encouragement. Taking all the facts into consideration, we find that the balance is largely on the side of progress. Reverend Dr. Daniel A. Poling, President of the International Christian Endeavor Society, well says that the young people of today are not angels, either good or bad. The present generation of young people does not wish to be condemned *in toto*, nor does it wish to be approved for all the things it does. In other words, no essential difference exists between the young people of today in their relations to society in general and the young people of any other age in the

relations which they sustained to their age. Dr. Poling asks that the present age be charitable in dealing with its youth, and quite properly directs attention to the fact that we do not indict all bank presidents because one bank president defaults, nor do we lose confidence in all clergymen because one minister of the Gospel becomes morally bankrupt. So the dereliction of a few of the younger generation should not result in a condemnation of all young people.

HOUSE SYSTEM

In the President's report for 1929 attention was called to the gifts of Mr. Edward S. Harkness to both Harvard and Yale for the establishment of house systems looking to the improvement of the conditions of life of the men in those institutions. Large grants to both universities have been utilized, and the beginnings of this new order are already set in motion.

To us it is more significant to chronicle this year a generous gift of the same donor to the Phillips Academy at Exeter, New Hampshire, for the establishment of a house system in that school which is due to celebrate its one hundred and fiftieth anniversary in June of the present year. This seems a logical second step in the Harkness plan, as the men who go to a house system in college will not be prepared to enter into the spirit of such a system unless they have lived under something which is similar in the preparatory schools from which they come. The plan for the realizing of Mr. Harkness's ideal at Exeter is largely in the direction of endowing teacherships, increasing the number of masters, and reducing the size of classes or groups in instruction, thereby affording the opportunity for conferences and personal contacts which are after the order of the tutorial system as it has been worked out in the higher institutions of England and in some of the universities of America.

The Harkness gift was accepted by Phillips Exeter with the declared purpose of not increasing the number of boys and with the further declaration that the aim would be not to put the bequest chiefly into bricks and mortar. To carry out the plan, certain additions to buildings will be necessary, but

most largely the plan contemplates the investment of the proceeds of the gift in life service of additional competent and effective teachers under conditions that will enable them to do a work quite impossible under the conventional forms of school organization and methods of instruction. One provision of this plan is to open the way for sabbatical years and the further improvement of teachers who are already in service. The *Phillips Exeter Bulletin* announces that this bequest enables the school to become again a pioneer. The same magazine declares that Exeter is not merely a school but a faith, and affirms that the present management aims to keep the faith in the three-fold relationship: to the founder; to the boys of the present; and to the generations yet to come. This latest development of a great school is quite in keeping with the sentiment expressed by the founder of that school one hundred and fifty years ago. In speaking of Exeter Mr. Phillips wrote of "the seriousness of living and of learning; the difficulty of learning and the willing acceptance of this difficulty; reverence for duty as the spring of all our actions; a respect for work as such; a scorn of softness; a belief in discipline, in strictest justice, and in individual freedom."

The faculty of Phillips Exeter in a resolution to Mr. Harkness, in appreciation of his generous gift, expressed the belief that, "Whatever else may be the outcome, this school at least, it may reasonably be hoped, will henceforth be a better place for the eager and inquiring, and even for the vagrant and reluctant, mind of youth." No more inspiring hope could be entertained for the work of any school during each succeeding year.

While the amount of the Harkness gift to Exeter has not been made public, it is variously reported to be from five to seven millions of dollars. The Exeter plan will be tried out with sections of ten boys each, in the expectation that a section will sit about a common table, in charge of a master who will be a high-grade man, able to lead, stimulate, and direct boys in their studies. It is a source of satisfaction to us that this table is exactly the size of that which Girard College adopted when the Dining and Service Building was put into use in the autumn of 1927.

The Exeter system will assign a boy to a given house for a period of three years, which is the practice being followed at Harvard. One cannot help questioning whether the English system, in which a boy normally lives in a house during his full time in the school, is not to be preferred. It would seem that after a boy is twelve years of age the younger he gets into a house the more easily he will be assimilated.

The house system, as it is being introduced into American colleges and schools, is built on the corresponding English system. The disadvantages of an institution's operating without a house system was perhaps never better presented than by James Bryce who describes his university life as follows: "The thing most deficient in the Glasgow University (though this I did not realize until I saw the College system at Oxford) lay in the absence of personal social touch between the students and the professors, and in the want of opportunities for social intercourse among the students themselves. Except on the very rare occasions when the professor asked two or three promising students to dinner, the teacher never met the taught save in the class-room. The students lived some of them at home with their parents, some in lodgings here and there in the great city, and had no means of coming together and cultivating friendship. Those who had a vacant hour between one class and another used to wander together in groups over a great open grassy space adjacent to the College and belonging to it."

The house arrangement for our older boys requires that boys of high school age be assigned to one of the four house groups, where they reside for the balance of their time in Girard College. This house group has its own dining room in the adjacent Dining and Service Building, and the group tends to become an integrated organism in the relations of the four housemasters who are assigned to a house with the boys, and of the boys with one another. Athletic competition, military companies, and social interests for the High School group are built up on the house units.

Beginning in January of the year under review, the houses at the southwest corner of the grounds were brought

into full use. There during the past year we have accommodated six families of younger boys, each family numbering thirty-two. This unit is slightly in excess of the capacity of the houses, the numbers having been increased so that the old Junior School Building could be vacated without decreasing the population of the College.

The west-end house group has furnished the finest adaptation of the house idea that Girard College has been able to devise, and perhaps as fine an adaptation of this idea as the College ever can devise in its present location.

These house groups are made up of younger boys, and it is the expectation that most boys will be received into these units when they are admitted into the College, and that through that experience they will make their adjustment to the life of Girard College with the least wrench and the greatest degree of satisfaction.

The officers of the College believe that in the introduction of the house system, Girard College has made the greatest forward step in a generation. Already we are feeling the superior advantages of this new method of housing our boys and caring for them. The principle of a selected group's being cared for in a smaller dining room and living together for a considerable space of time will be further applied in the use of the new Junior School Building. A further and better application of this same principle will, we trust, be introduced into the remodeled Number One Building when that building is vacated as executive residences and made available for older boys. Improved methods are in a measure dependent upon suitable buildings, and we may find much cause for encouragement in the better adaptation of old buildings and the erection of new ones.

GIRARD COLLEGE CAMP

The Girard Camp in the Poconos had in 1930 its first full season. Plans for the 1929 Camp were hurried, owing to a late taking of title to the property and the necessity for building construction. In the past summer we came to realize more fully the contribution which the Camp will make to the summer problem at Girard College.

For a better making of the Camp holdings, oval aluminum plates were stamped and nailed to trees standing on the entire boundary of the property. These markers bear the inscription "Estate of Stephen Girard," "Boundary." This practice is in accordance with that of the State Forestry service which places similar markers on the trees which stand on the boundary lines of its reservations. It is interesting to note that the total boundary of the Girard College Camp property is five and one-half miles.

An application to the Federal Post Office authorities for rural free delivery to the Camp was acted upon favorably, and mail was delivered last summer daily from Analomink by the rural delivery service.

Before the Camp was opened in 1930, a route map showing the various roads and approaches was constructed and reproduced in the form of a plate. This road map indicates four possible approaches to the Camp no one of which was equipped with a very satisfactory road. After trying all of the roads, it has seemed better to follow the state highway from Stroudsburg toward Canadensis, along the Brodheads Creek, branching from this over the Snow Hill Road, which has been constructed by the Pennsylvania State Forestry service. These roads have been greatly improved in the last two years, and it is our hope that we may coöperate in the further improvement of the Snow Hill Road, thus affording an improved approach to the Camp. The road above suggested is being clearly marked and the problem of securing daily supplies and of transferring boys to and from the Camp will, we believe, be much more satisfactorily met by the development and use of this road.

Before the Camp was opened this year, we were asked to have all food handlers who were to be in service there undergo a thorough series of tests to guard against danger of contamination from typhoid carriers.

After the Camp was established, representatives of the State Department of Health inspected it and took samples of water for bacteriological examination. The report of the Department was entirely satisfactory. Everything was said to have

been found in excellent condition, the kitchen and dining room were reported as clean and well screened against flies, the methods of incinerating the garbage were approved, and a certificate attesting the purity of the water was duly issued.

The Camp personnel continued largely as in the preceding summer. The Senior Playground Teacher of the College, who had served as Superintendent the preceding year, continued, and the majority of his associates had also served in the first year. Some additions to the staff were made necessary, and satisfactory helpers were found in experienced teachers, or men in the upper years of college courses. It was necessary to secure a new Camp Physician in the person of Dr. Charles L. Deardorff a graduate of the Jefferson Medical College. Dr. Deardorff entered heartily into the task and gave a satisfactory service.

The experience of the past summer points to the desirability of having some working arrangement with the hospital at East Stroudsburg. A boy who had symptoms pointing to appendicitis was sent back to the College Infirmary for a final examination and an ultimate operation. The distance of the Camp from the College is such that this trip will prove inadvisable as a general procedure; having our boys received and cared for in the nearby hospital at East Stroudsburg will be of unquestioned advantage.

In the summer of 1929 the provisions and other supplies for the Camp were sent largely from Philadelphia. In 1930 we entered into business arrangements with dealers in Stroudsburg and East Stroudsburg and purchased fruits, vegetables, bread, meats, fish, milk, butter, and most other supplies from the neighborhood. The prevalence of camps in the Poconos has led to the growth of a catering service for their needs, and we found no difficulty in being well taken care of by the local dealers.

One of the events of the summer at the Camp was a visit of representatives of the Board of Directors who saw the project for the first time. While evidencing the greatest appreciation for what had been done, these Directors had the feeling that conditions at the Camp were still crude and that

further improvements should be made. To furnish an equipment as complete as that enjoyed by boys living in the College would defeat the purpose of the Camp, which is to bring boys into contact with nature, to give them an opportunity to live a life out-of-doors, and to have the experiences of roughing it. At the same time a camp should be thoroughly sanitary and should protect the campers against contamination from poor food, improper drainage, and impure water.

The Camp property of more than five hundred acres is a bird and animal sanctuary where boys may roam at will. Day hikes were regularly organized, and from time to time groups of boys were taken for overnight trips. Some of the accounts of their overnight camping out were intensely interesting. The change from Philadelphia to the Poconos, both in surroundings and climate, is such that the campers live in another world. The boys entered enthusiastically into the spirit of the Camp, and to every one of them this break has made the summer at Girard College mean a new experience. The only criticism which we had from the boys on the whole Camp arrangement was that the length of time which they were permitted to stay there was too short. Two weeks, however, is the approved period for which children are commonly sent away from the cities by the Country Week Associations, and it is the term allowed to most office and industrial workers who are granted vacations by their employers. Four relays of boys were taken to the Camp during the past summer, each for a period of two weeks.

The visit of the members of the Board of Directors resulted in some practical suggestions which will, no doubt, contribute to further improvements in the Camp undertaking. One of these is that the capacity of the Camp be increased through the building of additional sleeping huts. The kitchen and dining service, Recreation Hall, water supply, lake, and Camp property are sufficiently large to accommodate an increased number of boys. But sleeping quarters are limited, and the electrical plant is inadequate to furnish increased refrigeration and lighting. Plans are under consideration for the enlargement of the electrical plant and the adding of a few huts so as

to increase the number of boys. Possibly the increase can be made large enough so that the boys' stay in Camp can be lengthened from two weeks to nearly or quite three weeks. Along with these changes, an increased number of canoes and rowboats will be provided.

Further improvements carried on during the past autumn were a draining of the lake with a clearing away of stumps and stones from its bottom, the supplying of a gravel bed for wading on the side nearest the Recreation Hall, the rebuilding of the spillway and the blow-off line for a better control over the drainage of the lake and the height at which it can be kept, and a complete refacing of the front of the dam with impervious earth. This was carried upward from the bottom of a trench dug in front of the dam to a depth of three or four feet. It is our hope that these improvements will prevent certain small leaks which had developed in the dam breast and give a better height of water and a more usable lake.

It is a pleasure to record the indebtedness of the Board of Directors for the counsel and advice given by the engineer in charge of the Girard Estate in Schuylkill County. Colonel James Archibald has had experience in building and repairing of dams, and out of that experience he was enabled to give valuable help in making these dam improvements. A foreman was brought from the Girard Estate staff in Schuylkill County to supervise the work of dam repairs, and make use of laborers from Stroudsburg and nearby points. By this arrangement, what had promised to be a somewhat expensive undertaking turned out to be a project costing only about one third of the original estimate.

Summer camps have grown apace in recent years. In America at present there are more than twelve hundred of these organized camps, with one hundred and fifty thousand or more boys in attendance. If to these were added the Y. M. C. A. camps, the Boy Scout camps, and the Camp Fire Girls' camps, the number of young people in America having the benefits of camp life would approach to nearly a million. The greatest advantage of these camps is the opportunity they give to escape from the artificialities and formalism of modern life, to get

nearer to nature, to exercise more self-control, and to live a life which is free from the routine which must of necessity be lived in modern cities and towns. Considering the large population of Girard College, and the conditions under which our boys live during the balance of the year, a summer camp is an invaluable addition. The Camp functioned helpfully in the lives of our boys during the summer of 1930.

CAMP STAFF

Superintendent of Camp.....Mr. Archibald Ralston
Camp Physician.....Charles L. Deardorff, M. D.

COUNCILORS

Mr. Raymond L. Burkley	Mr. John B. Kirkpatrick
Mr. William L. Campbell	Mr. John P. Kluzitt
Mr. George H. Dunkle	Mr. Robert Livingston
Mr. David Holmes	Mr. Harold M. Miller
Mr. Herbert W. Horner	Mr. Robert P. Waterhouse
Mr. Emil Zarella	

STAFF OF THE SUMMER SCHOOL

Supervisor of Bookwork	Mr. Ronald R. Welch
Supervisor of Manual Arts	Miss Viola R. Collins
Tutor for High School Subjects	Mr. William Ott
Tutor for High School Subjects	Mr. Louis Q. Moss
Auditorium Teacher	Miss Margaret K. Messick
Accompanist	Mr. Arthur W. Howes

TEACHERS FOR THE HIGH SCHOOL GROUP

Mr. James J. Lamond
Mr. George W. Harlow
Mr. George J. Epley

TEACHERS FOR THE ELEMENTARY SCHOOL GROUP

TUTORS

Miss K. Adessa Martin
Mrs. Freda W. Thomas
Miss Lillian A. Reece
Mrs. Elsie D. Hampton

BOOKWORK

Mrs. Elsie S. White
Miss Edna L. Adams
Miss May R. Robbins
Miss Bertha B. Wagenhurst

HANDWORK

Miss Helen D. Sones
Miss Claire M. Hogan
Miss Frances H. Biester
Miss Mildred L. Koch
Miss Hazel B. Troth

LIBRARY

The school year 1930-1931 marks the completion of a seven-year term of service of the present Head Librarian of the College. The library progress of these seven years has been one of the conspicuous advances in the development of Girard College. Our Library has become one of the most helpful agencies in the training of the Girard boys. First, it has given aid to the schools in the carrying out of their educational plans, through the assignment of topics and supplementary study, which has become an important feature of instruction under the project-problem method and the gradation of school classes into groups of varying abilities. The lowest ability group in such an arrangement completes the minimum requirement, and the middle and advanced groups complete this minimum and supplement the instruction with extra assignments suited to their greater abilities. In the carrying forward of these extra assignments, the Library becomes a necessity. In the next place, the Library, by the furnishing of suitable reading matter, both books and magazines, has been cultivating good reading habits, which is a contribution to the educational development of our boys perhaps second to no other. In addition to this, the Library serves as a sort of social center which lends interest and variety to the routine of the College. From their earlier years, and throughout their College residence, boys are encouraged to go to the Library voluntarily, and to find interest in the contacts and associations which the Library affords. No one who has followed the development of the past seven years would think of having the Library discontinued, or of reverting to the methods which were practiced before the present period was entered upon.

This report affords an opportunity to review the progress of the present cycle. Such a review can best be presented in the summary of the Librarian, which is as follows:

"In the autumn of the year 1924, one room only was used as a reading room for the boys of the school. This was the present main Library. The equipment consisted of the present tables

and chairs, one small side desk and the shelves which are still used as the wall shelves of the room. Some 2500 books were placed in the room consisting largely of non-fiction of a non-popular type, and some fiction. All books of reference and of popular appeal were kept either in locked closets of the room or on the shelves of the Directors' room which reached nearly to the ceiling. The securing of each book entailed loss of time and effort since it must be reached by climbing up rolling and out-moded ladders.

"There was no room for work or the cataloging routine which must accompany the preparation of the books for the Library and all such work was necessarily done in the Directors' room and kept in the lower closets of this room. The budget gave small opportunity for expansion, and the charging system was out-dated and inelastic. Three librarians were in charge of the work. Under these conditions willing and faithful service was being rendered, but no one could have progressed to any further point than had been reached in library activities without some definite change in plan and equipment.

"New low projecting shelves were purchased and the room was divided into alcoves. A division of the classes of books was devised whereby the greatest apparent use of the books might be made. One alcove was made into a small reference room and one alcove into a reserve-shelf corner. New lighting fixtures were installed so that the alcoves were given adequate light, and several lamps with attractive shades were placed on the cases. Numerous bulletin boards were affixed to doors and other unoccupied spaces. A fine-editions case was purchased and a special-display case was placed in one corner. Over 3000 books were brought from the Directors' room, and every effort was made to call these books to the notice of the boys. The most immediate result was amusing. The first month's statistical report after the increase of the book supply in the open-shelf room was so reversed from former reports that one librarian refused to believe that the counting had been correct. So large a per cent of non-fiction was being read

by the boys that only the ensuing months persuaded her that the records were correct.

"At the same time the old charging system was discarded, a temporary assistant was engaged to help in the installation of a new simplified charging system which made the withdrawal and return of books easy and flexible. A central charging desk made the intake and the outgoing of books simple. Of course this new freedom was followed by some abuse. These evils have not by any means been ended. Whetted curiosity led to investigation, investigation to covetousness and books sometimes disappeared and magazines were mutilated. Books still do disappear, and magazines are cut. The proportion of mutilation is, however, no greater than it was in times past and the enjoyment of the books is so much greater and the use so much broader and the realization of the book content so much keener that any return to the old system is unthinkable.

"In 1925 when the new Mechanical school was opened a room equal in area to the main room was vacated and given to library use. One half of this space was converted into a finely equipped children's room. The best furniture was purchased for this room, and one of the crying needs of the school, a library for the younger boys, was established. A children's librarian was engaged to take entire charge of this room, and, from the day of its opening, it has been a delight to the younger boys of the school. Because of their crowded roster, many boys of the elementary school have been able to come to the library in scheduled classes but once in two weeks. This condition might be much improved if the room could be freely used only by boys who wished to read during the free hours of the afternoons occurring between four and five o'clock. Unfortunately the household department has not seemed to find such a use of the room feasible. Until this recreational use of the room is made possible, it will not reach the ideal of a children's room as seen in our fine public libraries. With but one person in charge in this room it has been found more useful to the school as a whole to have the

unused day of the week fall on a Saturday. Many of the boys are occupied or are away from the College on this day and the attendance on Saturday is small. As a larger number of boys are brought into the school, however, some assistance in the children's room will become necessary, and, when that time comes, an opening of the room on Saturday will be advisable. Such boys as have been allowed to use this room during the free hours of the afternoon have, we believe, been benefited by its use. At such a time, browsing in the library is more possible than at a time when any organized group with its inevitable discipline problems is in the library.

"At the time that the children's room was established, the corresponding area of the vacated room referred to was divided into two parts. One part was made into a recitation and semi-study room. This room contains recitation chairs, a picture collection, a pamphlet collection, and shelves which hold the history books of the open-shelf room. The books of pedagogy used by teachers and students of educational classes are also housed here as are a few files of bound magazines dating back to the year 1914. Certain shelves are given over to uses of the debating teams. The room is used for recitations, for intensive reading by history classes, for study by special groups of older boys and other similar purposes. The opening of this room made possible the further removal of books from the Directors' room and the removal to the Directors' room of the various personal and business books of Stephen Girard."

* * * * *

It seems desirable that an annual report should serve the double purpose of furnishing a review of past developments, and of pointing the way for progress which we trust lies ahead. All reports of the present President of Girard College have sought to accomplish this two-fold end. With these ideals in mind, the Librarian has assumed the rôle of prophet as well as that of historian. Turning her vision to the future, she speculates on what the next seven years should hold in store for the Library of Girard College. The comments under this

head are even more interesting and significant than is the review of the development which has taken place in the seven years which have gone. It would be regrettable not to preserve the suggestions of the Librarian as to the future for the Girard College Library. She writes as follows:

"First. New quarters should be provided for the Library. An ideal place would be in the center of the grounds at about the location of Banker Hall, but since this seems impossible a plot of ground directly east of the entrance Lodge might be utilized. An inexpensive small building similar to the new residences for executives could be erected here and form both a library and a home atmosphere so desirable in a great institution. Failing to get new quarters, the Library might be broken up into units, one unit occupying a place in the High School, one in the Middle School and another in the Junior School. The present quarters could be used for stack and work and administrative rooms. In any change the present librarian wishes to urge the most careful study of plans. All interiors should be planned by professional librarians who recognize the needs of Girard College as well, and the purchase of only high-class equipment should be made. Cheap furniture, such as is seen in the tables and chairs now being used in our main library, places us below the standard of modern progressive school libraries.

"Second. Additional assistance is necessary in the Library. When the present plans for expansion bring nearly 300 new boys into the College, one assistant should be engaged to take entire charge of the cataloging. A revision of our present catalog should be made at that time. Another assistant should be procured for the children's room since the work of the children's room has reached its maximum load for one person. This would allow Saturday openings of the children's library as has already been suggested in this report.

"Third. An improvement should be made in the form of library instruction. The present method is unsatisfactory.

The librarian is now working on a method of giving lessons to smaller groups.

"Fourth. Some coöperative understanding in the buying of books and magazines is desirable. At present all departments of the school requisition books without consultation with each other. This is often necessary, and some duplication is unavoidable, but an effort to avoid the unnecessary duplication of books and magazines should effect economies."

SUMMARY OF LIBRARY STATISTICS

The following statistics for the year 1930 present a summary of the work of the entire Library including the Children's Department.

Book circulation according to classes :

	1930			1929		
	Main	Children's	Total	Main	Children's	Total
General Works	98	4	102	69	6	75
Philosophy	410	1	411	406	2	408
Religion	138	218	356	144	328	472
Sociology and Education	931	3645	4576	1117	3836	4953
Philology	38	17	55	81	12	93
Science	751	881	1632	776	1039	1815
Useful Arts	1387	1271	2658	1422	1170	2592
Fine Arts	1326	1023	2349	1294	1127	2421
Literature	2352	358	2710	2246	529	2775
History	830	1294	2124	1034	1101	2135
Travel	597	533	1130	505	616	1121
Biography	1290	734	2024	1130	787	1917
Fiction	16504	7494	23998	14796	8414	23210
Periodicals	6636		6636	6473		6473
Total.....	33288	17473	50761	31493	18967	50460
Grand total			50761			50460
Total Attendance	51522	17256	68778	51054	18958	70012
Grand total attendance.....			68778			70012
Fiction showed an increase in circulation of.....						788
Biography showed an increase in circulation of.....						107
Periodicals showed an increase in circulation of.....						163
Total increase in circulation was.....						301

The largest number of books circulated in October.....	5832
The smallest number of books circulated in August.....	1271
The total number of volumes added to the Library was.....	3035
The total approximate number of volumes in the Library is.....	41574

Books were added to the Library as follows:

General works	28
Philosophy	45
Religion	44
Sociology and Education	524
Philology	6
Science	173
Useful Arts	208
Fine Arts	188
Literature	207
History	111
Travel	139
Biography	194
Fiction	1106
Periodicals (Bound volumes)	62
Total number of volumes added to the Library in 1930.....	3035
Total number of volumes added to the Library in 1929.....	2129
Total number of volumes discarded in 1930.....	676
Total number of volumes discarded in 1929.....	204
Total accessions	42553
Total approximate unclassified	6355
Total discard and loss	7334
Total approximate number of volumes.....	41574

BOOKS CIRCULATED IN MAIN LIBRARY 1930

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total 1930	Total 1929
Arts, Fine.....	115	116	114	131	118	58	82	64	115	159	158	96	1,326	1,294
Arts, Useful.....	152	140	160	118	124	57	44	48	152	168	143	81	1,387	1,422
Biography.....	153	128	149	111	121	84	52	33	107	134	104	114	1,290	1,130
Fiction.....	1,881	1,555	1,303	1,138	1,286	1,222	1,063	906	1,733	1,708	1,594	1,115	16,504	14,796
General works.....	10	13	9	1	7	5	3	4	4	20	7	15	98	69
History.....	105	108	68	45	67	52	24	33	77	98	88	65	830	1,034
Literature.....	195	189	269	221	271	171	71	70	191	259	232	193	2,352	2,446
Periodicals.....	706	622	731	706	685	368	18	16	494	774	832	664	6,636	6,473
Philology.....	1	5	4	4	2	4	4	2	10	1	0	0	38	81
Philosophy.....	59	22	32	23	37	46	17	9	40	57	28	40	410	406
Religion.....	11	11	5	10	7	10	3	6	26	20	17	12	138	144
Science.....	104	74	73	65	87	40	35	21	54	71	66	61	751	776
Sociology and Education.....	114	107	50	92	74	73	23	35	68	126	80	89	931	1,117
Travel.....	54	53	48	48	45	43	28	24	76	75	71	32	597	505
Total—1930.....	3,660	3,143	3,035	2,713	2,931	2,254	1,467	1,271	3,147	3,670	3,420	2,577	33,288	31,493
Total—1929.....	3,125	2,712	2,846	2,875	2,700	2,048	1,463	954	3,139	3,870	3,348	2,413		

Books circulated to adults in Main Library, 1930.....	12,970	Books circulated to boys in Main Library, 1930.....	20,318
Books circulated to adults in Main Library, 1929.....	12,542	Books circulated to boys in Main Library, 1929.....	18,951
Percentage of fiction circulated to boys in Main Library, 1930.....		Percentage of fiction circulated to boys in Main Library, 1929.....	62
Percentage of fiction circulated to boys in Main Library, 1929.....		Percentage of fiction circulated to boys in Main Library, 1930.....	60
Pamphlets circulated, 1930.....		Pamphlets circulated, 1929.....	75
Pictures circulated, 1930.....		Pictures circulated, 1929.....	126

ATTENDANCE IN MAIN LIBRARY

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total 1930	Total 1929
Teachers.....	210	207	207	201	204	220	217	100	237	213	241	166	2,423	2,787
Boys.....	5,542	4,068	4,604	4,405	4,416	4,336	1,787	2,536	4,348	4,776	4,478	3,803	49,099	48,267
Total, 1930.....	5,752	4,275	4,811	4,606	4,620	4,556	2,004	2,636	4,585	4,989	4,719	3,969	51,522	
Total, 1929.....	5,167	3,863	4,407	4,461	4,592	4,357	2,481	1,527	5,004	5,592	5,232	4,371		51,054

BOOKS CIRCULATED IN CHILDREN'S DEPARTMENT

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total 1930	Total 1929
Arts, fine.....	82	72	133	107	109	48	41		103	143	107	78	1023	1127
Arts, useful.....	138	94	130	114	133	62	21		145	208	149	77	1271	1170
Biography.....	73	125	56	55	57	49	17		93	99	66	44	734	787
Fiction.....	852	745	730	737	690	477	306		704	910	851	492	7494	8414
General Works.....			1								3		4	6
History.....	116	120	114	133	151	70	24		148	167	155	96	1294	1101
Literature.....	33	46	42	21	54	20	3		7	48	39	45	358	529
Philology.....	2	3	3						1	2	5	1	17	12
Philosophy.....		1											1	2
Religion.....	33	24	36	22	17	11	3		15	24	13	20	218	328
Science.....	93	91	85	85	97	49	16		117	97	88	63	881	1039
Sociology and Education.....	426	370	428	323	366	159	92		422	402	393	264	3645	3836
Travel.....	55	33	62	38	61	40	3		52	62	98	29	533	616
Total—1930.....	1903	1724	1820	1635	1735	985	526		1807	2162	1967	1209	17473	
Total—1929.....	2183	1619	1877	1963	2035	1017	1101		1831	2332	1977	1032		18967

Percentage of fiction circulated to boys in Children's Department, 1930.....48

Percentage of fiction circulated to boys in Children's Department, 1929.....43

ATTENDANCE IN CHILDREN'S DEPARTMENT

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total 1930	Total 1929
	1425	1521	1755	1589	1653	1720	455		1713	1994	1781	1650	17256	18958

Inseparably linked with the Girard College Library is the question of the Relic Room and the care given to the Stephen Girard manuscripts and other effects. As the years pass, it becomes increasingly evident that we are doing scant justice to the Founder in the housing and displaying of his papers, furniture, and other personal belongings. The latter have been heaped up in an enclosure, where they show to very poor advantage. What might be a great museum that would do credit to the dignity and standing of Stephen Girard in his life time becomes a pile of miscellaneous and ill-presented materials.

Delegations visiting the College during the past year have evidenced much interest in the improvements wrought in the Directors' Room. Passing from that room to the Relic Room never fails to give a sort of shock, and again and again the comment has been forthcoming that the Relic Room contained much interesting and rare material, but that it was poorly stored and inadequately presented. Some of the comments have been expressed in language even less complimentary.

As the Librarian very well says, new quarters are needed for the Library if it is to make further progress and render a larger contribution to the welfare of the Girard boys of the future. With adequate provision elsewhere for the Library, the remaining rooms on the first floor of the Founder's building could be made to house in a meaningful and attractive way the personal effects of Stephen Girard, and such a treatment of these relics would seem to be a natural supplement to the historic setting which has been furnished of the life of Girard in the murals, manuscripts, and other appointments of the Directors' Room. From all of these considerations, it is greatly to be desired that the Library quarters be provided elsewhere, so that the Library itself might function more adequately, and a more suitable and pleasing display might be made of the Girard effects.

THE SCHOOLS

In making his bequest, Girard said he wished those who were to be the recipients of his bounty to have a type of education which he defined with exactitude. Girard College is a home as well as a school and it seeks to house, feed, clothe, and care for boys in every particular, but all this is to the end that they may be educated. Other services undergird the work of the schools; however, all said and done, the activities of the schools and what they signify are the be-all and the end-all of the enterprise which we term "Girard College." The aims of the College may well be in accord with the ideals of the English public schools which are to "produce leaders and prophets" for the next stage of progress. —

Clearly it was the intent of Stephen Girard to establish a school of practical education. His requirements for modern language study, the place of the sciences in Girard's scheme, his desire that the boys should be equipped for service to the state, and numerous other allusions such as teaching "facts and things, rather than words and signs," indicate that the Founder wished to have the boys who were to be trained here prepared for useful lives. Happily, the institution affords an opportunity to give a practical training which can not ordinarily be given in schools which are not organically knit up with the communities in which they are placed. English teaching, shop instruction, training in music and art, the study of science and mathematics, and practically the whole scheme of teaching in Girard College is brought into vital relationship with the life of the institution. In ways not ordinarily practicable, the Girard College schools can apply the pedagogical principle of learning by doing. As a rule of procedure this has long been approved theoretically, but the difficulty in most schools is to find the outlet of educational effort in projects which combine instruction and practical utility.

Two great ends of the education in Girard College are an all-around, acceptable academic schooling and a vocational training which will make a boy immediately useful as an employee after he leaves the school. In the main, this

vocational preparation looks to either commercial callings or to some one of the ten artisan trades ; and while a high degree of specialization is not possible in either field, we are able to impart a training which enables a boy to make himself immediately useful in business ; or a facility which is equivalent to at least two years of an apprenticeship in a skilled trade. Our educational scheme is thus two-fold : academic in the sense of laying as broad a foundation as possible of general culture ; and also vocational in that it prepares a boy for useful living. The ideal relations between these two aspects of education is very well set forth in the Scriptural injunction : "This ought ye to have done, and not to have left the other undone." Boys, we feel, should be given the background of culture, but they should be given also preparation for the practical affairs of life.

This double accomplishment is not easy of realization. Indeed, to achieve it for boys at eighteen is believed by many to be quite impossible. Yet we can point with some degree of satisfaction to the fact that Girard College graduates can and do meet the needs of employers in both commercial and industrial lines. We receive many expressions of appreciation for the usefulness of our boys, and at times when new employes are to be taken on there are repeated calls for additional boys trained in Girard College. Over against this, an increasing number of our boys are going to colleges and universities, and they are able to maintain themselves creditably, and some of them to achieve distinction.

The Commission on Secondary Schools of the Association of Colleges and Secondary Schools of the Middle States and Maryland made a further evaluation of the work of Girard College in 1930, including the record of its students who have gone to higher institutions, and at the end of December, 1930, gave notice of having approved by unanimous vote the continuance of the College on the list of accredited schools of the Association.

A conscious effort is put forth by all engaged in the work here to stimulate and develop the individual boy along the bent of his natural gifts and interests. By means of

tests, and exploratory, or "try-out" courses of instruction, conferences and personal counsel, individual boys are helped to find themselves, and to get into the branch of work in which they will have the largest success and satisfaction. While Girard College is a large organization, we are hopeful that the machinery does not do violence to individual boys. A representative of an academy in the Middle West, who spent some time at the College during the past spring, remarked that he was impressed "with the vastness of the organization and the feeling that the individual boy was not lost in the crowd." If, by means of sub-division of units and the assignment of personal responsibilities, boys can be given in a large organization as much personal attention as they would be given in a small one, there may be no loss in the development of individuality, and there can be a great gain from a large organization, owing to the completeness and greater perfection of equipment and plans. The representative of the academy above referred to reported that, after he had returned to his own school and given a chapel talk on Girard College, one of his boys jokingly remarked that he thought that he would remove to Pennsylvania after he was married, so that if he should die his son would have an opportunity of going to Girard College.

Further, on the matter of personal service to the boys of the College, the Vice-President reports: "Schools complain that standards of scholarship are more difficult to maintain, and that it is becoming increasingly a problem to interest young people and to hold them to the important tasks immediately before them. We who are engaged in the work of Girard College may well constantly remind ourselves that, to a large degree, we create our own home atmosphere, and provide, through our leadership, the interests that most influence the boys in our care. We can not too fully realize that buildings, however magnificent and complete, do not make a school, and that increased privileges do not necessarily provide an education. Our relationship, in whatever capacity, to the work of Girard College must be both an inspiration and a challenge. If in school and household, having charge of boys continuously from a comparatively young age to an age at

which habits have become well established, we do not succeed in placing ourselves securely in the position of trusted advisers and guides, we fail both in our privilege and in our duty. No other undertaking at Girard College can approach in value to that of a concerted plan, in both school and household, for winning the confidence of the boys in our care, and for guiding them securely to a realization of what this great foundation offers to them, and to a right use of their opportunities here as a preparation for respected citizenship."

POST-HIGH SCHOOL INSTRUCTION

Repeatedly, in recent years, boys have completed the full requirements for graduation from Girard College in advance of their sixteenth birthdays. The child labor laws of Pennsylvania properly discriminate against boys going to employment under sixteen years of age, and in some instances we have been forced in justice to provide post-graduate instruction for those who have been graduated in advance of a suitable age for them to find positions. Within recent years the first honor boy and one of the other two highest honors of a graduating class were both under sixteen years of age. More often, however, the fact that a boy who is graduated is expected to leave the College tends to slow up the educational effort of boys who otherwise might get through at a younger age, and thus our ablest boys fail to work up to the top of their ability. In every school there is a group which is able to move ahead faster than the average. Not to stimulate these boys is to deny them an opportunity for attaining their fullest development.

By the program of enlargement the numbers in the College are increased, and further, by a more careful sifting of the waiting list, we have been receiving boys at a younger age. This tendency to select the abler boys and to stimulate them in their development will lead naturally to an increased number of graduates at sixteen years of age or younger.

A hundred years ago, when Girard planned for his College, he directed that boys should be kept here until they were between fourteen and eighteen years of age, implying at the

same time that the length of time which they should be kept after they were fourteen should be dependent on their deserving. In the hundred years that have elapsed since the Girard Will was drawn, there has been an unmistakable lengthening of the period of education. In the last fifty years the apprenticeship system which was common in Girard's day, has largely gone into disuse, and employers now expect boys to come to them prepared to render a useful service from the first. Were Girard making his Will at the present time, we may well believe that he would provide more rather than less school training to prepare boys for employment.

The carrying forward of the program of enlargement affords an opportunity to provide for post-graduate instruction for a group of deserving boys, the like of which the College has never before had, and perhaps may never have again. With the vacating of the Number One Building, when the resident executives occupy the residences now nearing completion at the east end of the grounds, that building, it is contemplated, will be remodeled to be occupied by the boys. The south end of this structure, or for that matter, the whole building, if it were thought wise, can be adapted to serve as suitable living quarters for older boys who remain for post-high school study. Indeed, fewer building changes and less expenditure will be required to adapt this building for such use than will be necessary to convert it into the conventional building for units organized on the congregate plan of administration. The time, therefore, has seemed opportune to bring forward the suggestion that post-graduate study be offered to boys who complete the present requirements of the College at sixteen or seventeen years of age. This will, in effect, establish a junior college in our scheme of education.

The Girard Will laid down a rigorous and advanced plan of studies which the College has never fully carried out and probably never can carry out for the majority of boys who are required to leave the College at eighteen years of age or under. A select group, however, can be brought nearer to meeting the requirements of the Will than has been true heretofore. It is the feeling of the officers of the College that this plan of

post-high school instruction for a limited number of boys will render an enlarged service to them and will stimulate and develop instruction in the College all along the line. Such an advanced course will raise the educational level of the College, and will prove helpful to the morale and *esprit de corps* of the institution as a whole.

When the present President of the College was invited to appear before a committee which was appointed to select and nominate a President for Girard College early in 1910, he was asked what he conceived to be the ideal for the institution. The answer he made was that Girard College should serve as a series of model schools which would point the way for the most approved educational methods. Later, when an opportunity was afforded him to study the history of the College, he was interested to find that this same ideal had been expressed by the first President-elect, Dr. Alexander Dallas Bache. At the conclusion of his *Report on Education in Europe* Dr. Bache said:

"The first provision, from the early age of admission which it enjoins, enables us to train as well as to instruct; the second indicates that the tendency of our training should be towards practical life. The age of our pupils embraces the period from elementary to superior instruction, and we are expressly called upon to develop talent. Our College must, therefore, combine the primary, secondary, and special schools. The means furnished by our munificent benefactor to execute his intentions are vast, and if the benefits thence accruing are not in proportion, the responsibility must rest with those to whom they have been entrusted. If their spirit be proportionate to the work to be accomplished, there can be little doubt of the result. Our founder has furnished them the means of establishing a series of model schools for moral, intellectual, and physical education, embracing the period of life from early youth almost to manhood, the importance of which to our city, and even to the country at large, can hardly be estimated."

At the exercises by which the President of the College was inducted into office in 1910, the Chairman of the special committee to nominate a President, Samuel Dickson, Es-

quire, spoke as follows: "Quite time enough is allowed here to fit those who have the native talent, industry, and ambition to insure their reaching the highest positions of responsibility. Mr. Girard provided that those scholars who should merit it should remain in the College until they should arrive at between fourteen and eighteen years of age, and the curriculum which he outlined includes all the branches of a sound education, comprehending not only elementary and practical subjects, but arts, sciences, and modern and ancient languages. Those eminent and accomplished scholars, the greatest ornaments of the Philadelphia Bar in their day, John Sergeant, John Cadwalader, and George M. Wharton, were graduated from college when only sixteen years of age, and eighteen is the age at which the German boy completes his course in the gymnasium and is prepared to enter upon his professional studies, so that ample opportunity is afforded here to those of sufficient capacity to fit themselves for any pursuit. It must be remembered, too, that the boys in this College have an immense advantage over the sons of the rich, or even the well-to-do, when living at home, as they are not handicapped by the distractions and hinderances in the way of social life, professional or intercollegiate games, unnecessary vacations, and the like, which waste so much time of the young men of the present day and hold them back from fitting themselves for college or professional studies until years after they should have finished their preparation and entered, as grown-up men, upon the serious business of life. Here they may be undisturbed and undistracted, and accomplish as much as young men were in the habit of doing in the days of their youth, sixty or seventy years ago."

Public high schools and private preparatory schools are finding that gifted children can complete the secondary school course and satisfy the requirements for college admission at too young an age for them to profit by going to institutions of higher learning. In consequence, it is not an uncommon practice for graduates of public high schools to be given an added year in a private school of the country-day or boarding type, or for graduates of smaller boarding schools to be sent for a

single year to one of the large boarding schools such as Mercersburg, Hill, Andover, or Exeter, in advance of their going to college. Some of the private secondary schools are putting in an additional year for those who have completed the regular college admission requirements at an age below what is deemed desirable for entering college.

The movement for continuing secondary education beyond the conventional four-year high school course is country-wide. That movement finds expression in such institutions as the City College of Baltimore, the College of the City of New York, in three junior colleges of the University of Pittsburgh, at Johnstown, Uniontown, and Erie, Pennsylvania, and in a growth of the so-called junior college idea, which represents a maximum of two years beyond the conventional four year high school course. In ten years' time the number of these junior colleges has increased in the United States five times over, and the total of such institutions in the country at the present time is over four hundred. Such an enlargement of our instruction plan at Girard College is not an extreme or extravagant departure from the practice in the country at large. If Girard College is to keep pace with the educational trend, if we are to realize the ideals which were set for us by the Founder and the conceptions of such minds as Alexander Dallas Bache and Mr. Samuel Dickson, it seems that we should take this forward step.

A further possible advantage of this junior college plan will be that boys who enter a higher institution may secure credit for one or perhaps two years' work. As was pointed out by the late President Harper of the University of Chicago, the first two years of college instruction can be given quite as advantageously in a smaller institution where there are fewer disconcerting influences than are found in a larger college or university. The admirable results secured in the English public schools, the French lycée, and the German gymnasias come from the carrying forward of the methods of disciplinary education of the secondary school through what is in effect two years of American college work. In American education there is an unmistakable trend toward broadening the period

of the secondary school to include the junior high school on the one side and the junior college on the other. One of the limitations of the American school system is lack of continuity of educational effort. The primary school, grammar school, high school, and college are so disjointed that one who goes through these several steps in educational progress suffers repeated dislocations and maladjustments. Educationally the products of our secondary schools are at a disadvantage when compared with the products of the secondary schools in Great Britain, France and Germany.

The number of boys who will qualify for admission to this more advanced work will not be large in comparison with the number completing the high school course, but, even so, the advantages of such an extension of schooling at Girard are so obvious as to leave little question on the wisdom of this step. It is without doubt the most forward-looking educational policy which Girard has adopted, and will serve as a further justification of the recent building and enlargement program, and the added expenditure which has been made to carry this out.

CHAPEL SPEAKERS, 1930

- January 5—Dr. William T. Ellis, Journalist, Swarthmore, Pa.
 " 12—Mr. Frank Schoble, Jr., Business Man, Philadelphia, Pa.
 " 19—Lieutenant Colonel Vincent A. Carroll, Attorney, Philadelphia.
 26—Mr. Russell Callow, Head Rowing Coach, University of Pennsylvania, Philadelphia.
- February 2—Mr. Charles Brandon Booth, Volunteers of America, New York.
 " 9—Mr. A. Hunt Vautier, Business Man, Philadelphia.
 " 16—Mr. Henry F. Schwarz, Business Man, Philadelphia, Alumnus, Girard College.
 23—Dr. Thomas C. Blaisdell, Normal School, Slippery Rock, Pa.
- March 2—Dr. Samuel C. Schmucker, Educator and Lecturer, State Teachers' College, West Chester, Pa.
 " 9—Mr. N. C. Hanks, Lecturer, Philadelphia.
 " 16—Dr. Richard Mott Gummere, Headmaster, William Penn Charter School, Philadelphia
 " 23—Mr. J. Willison Smith, Business Man, Philadelphia.

- March 30—Dr. James S. Heberling, Professor of Child Helping, University of Pennsylvania, Philadelphia.
- April 6—Mr. W. Logan MacCoy, Attorney, Philadelphia.
- " 13—Dr. Joseph M. Jameson, Vice-President, Girard College.
- " 20—Mr. Joseph A. Davis, Superintendent of Household, Girard College.
- " 27—Dr. Lewis Perry, Headmaster, Phillips Academy, Exeter, New Hampshire.
- May 4—Dr. Calvin O. Althouse, Central High School, Philadelphia.
- " 11—Dr. Joseph M. Jameson, Vice-President, Girard College.
- " 18—Mr. William O. Atwood, Engineer, Baltimore, Maryland, Alumnus, Girard College.
- " 25—Mr. Frank D. Witherbee, Superintendent of Admission and Discharge, Girard College.
- June 1—Dr. J. Duncan Spaeth, Professor, Princeton University.
- " 8—Mr. Franklin Spencer Edmonds, Attorney, Philadelphia.
- " 15—Cheesman A. Herrick, President, Girard College.
- " 22—Mr. Joseph M. McCutcheon, Business Man, Alumnus, Girard College, Philadelphia.
- " 29—Mr. Charles E. Bowman, Teacher, Girard College.
- July 6—Professor C. Addison Willis, Teacher, Girard College.
- " 13—Mr. David I. McIlhatten, Teacher, Girard College.
- " 20—Professor George C. Foust, Teacher, Girard College.
- " 27—Captain Howard Kirk, Attorney, Philadelphia.
- August 3—Mr. Ferdinand H. Graser, Business Man, Philadelphia, Alumnus, Girard College.
- " 10—Mr. Ellsworth E. Jackson, Business Man, Philadelphia.
- " 17—Mr. Albert H. Schoell, Teacher, Girard College.
- " 24—Mr. Arthur E. Fink, Instructor, University of Pennsylvania, Philadelphia, Alumnus, Girard College.
- 31—Mr. William C. Sparks, Supervisor of Playgrounds and Recreation, Girard College.
- September 7—Cheesman A. Herrick, President, Girard College.
- " 14—Mr. A. Hunt Vautier, Business Man, Philadelphia.
- " 21—Mr. Henry V. Andrews, Teacher, Girard College.
- " 28—Dr. John L. Haney, President, Central High School, Philadelphia.
- October 5—Mr. Owen D. Evans, Superintendent, Mechanical School, Girard College.
- " 12—Dr. Raymond I. Haskell, Teacher, Girard College.
- " 19—Mr. John W. Leydon, Teacher, Girard College.
- " 26—Mrs. Lucia Ames Mead, Author and Lecturer, Boston, Massachusetts.
- November 2—Mr. Frank D. Witherbee, Superintendent of Admission and Discharge, Girard College.

- November 9—Dr. John Wilkinson. Physician, Philadelphia.
 " 16—Mr. Ralph Parlette, Lecturer, Chicago, Illinois.
 " 23—Dr. Wilson Farrand, Headmaster, Newark Academy,
 Newark, New Jersey.
 30—Dr. Roger W. Swetland, Headmaster, Peddie School,
 Hightstown, New Jersey.
 December 7—Cheesman A. Herrick, President, Girard College.
 " 14—Mr. Hugh F. Denworth, Business Man, Philadelphia,
 Alumnus, Girard College.
 21—Lieutenant Colonel Vincent A. Carroll, Attorney, Phila-
 delphia, Pa.
 28—Mr. Samuel R. Boggs, Business Man, Philadelphia.

LECTURES AND ENTERTAINMENTS—1930

Friday, January 3:

Illustrated Lecture—"The American Indian, Past and Present"

Dr. Warren King Moorehead

Friday, January 17:

Comedy-Drama—"A Message From Mars"

The Community Theatre Players

Friday, February 7:

Illustrated Lecture—"Camera Hunting on the Continental Divide"

William L. Finley

Friday, February 21:

Lecture—"How To Get What Everybody Wants"

Ralph Parlette

Friday, March 7:

Concert—

Mr. Harold W. Rehrig, Trumpet

Mr. Bernard Poland, Tenor

Mr. William Silvano Thunder, Piano

Friday, March 21:

Recitations and Impersonations

Miss Margaret Stahl

Friday, April 11:

Lecture—"The Thrilling Life Story of Clara Barton"

Dr. P. H. Epler

Friday, April 25:

Illustrated Lecture—"The Lure of the Great Northwest"
Frank Branch Riley

Friday, October 17:

Illustrated Lecture—"Back From the South Sea Islands"
Mr. Harry C. Ostrander

Friday, October 31:

Entertainment—
D'Esta Rhoads' Marionettes

Friday, November 21:

Lecture—"Indian Wit, Humor, Poetry and Music"
Dr. Charles A. Eastman, (Ohiyesa)

Friday, December 5:

Original Declamation Contest
Members of the Senior Classes, Girard College

Thursday, December 18:

Christmas Concert
Musical Organizations, Girard College

Wednesday, December 24:

Entertainment—Recitations and Music
Mr. and Mrs. Leon M. Pearson

ANNIVERSARIES AND COMMENCEMENTS—1930 SPEAKERS

New Year's Day,

General W. W. Atterbury,
President, Pennsylvania Railroad System.

Commencement, January 23,

Dr. John Wilkinson,
Physician, Philadelphia, Pa.

Lincoln's Birthday,

Dr. Howard McClenahan,
Secretary, The Franklin Institute, Philadelphia, Pa.

Founder's Day,

Mr. Joseph H. Hasbrouck,
Class of December, 1900.

Founder's Day, (Morning Assembly of Students)
 Mr. Frank A. Honicker,
 Class of January, 1907.

Commencement, June 19,
 Honorable Owen Josephus Roberts,
 Justice United States Supreme Court,
 Board of Directors of City Trusts.

Thanksgiving Day,
 Mr. Philip C. Staples,
 Vice President, Bell Telephone Company of Pennsylvania.

SAVING FUND ACCOUNT

	<i>Deposits</i>	<i>Withdrawals</i>	<i>Totals</i>
1896.....	\$234.07	\$5.00	\$229.07
1897.....	446.79	22.52	653.34
1898.....	437.04	113.91	976.47
1899.....	340.12	70.35	1246.24
1900.....	452.36	153.20	1545.40
1901.....	503.79	164.42	1884.77
1902.....	518.81	367.73	2035.85
1903.....	606.70	468.67	2173.88
1904.....	743.21	482.02	2435.07
1905.....	758.20	419.51	2773.76
1906.....	764.80	842.31	2696.25
1907.....	939.74	246.00	3389.99
1908.....	851.72	510.95	3730.67
1909.....	970.88	651.36	4050.28
1910.....	828.70	945.88	3933.10
1911.....	1334.14	800.55	4466.69
1912.....	1360.27	949.32	4877.64
1913.....	1694.00	568.10	6003.54
1914.....	1704.91	709.20	6999.25
1915.....	1678.12	360.24	8317.13
1916.....	1941.61	1082.02	9176.72
1917.....	2642.82	1273.05	10546.49
1918.....	2437.31	2166.01	10817.79
1919.....	3061.17	1589.75	12289.21
1920.....	5344.45	1439.28	16194.38
1921.....	4449.56	2168.74	18475.20
1922.....	5129.14	3847.16	19757.18

1923.....	7862.49	3776.38	23843.29
1924.....	8154.29	5518.71	26478.87
1925.....	6525.28	5660.56	27343.59
1926.....	8071.35	4362.05	31052.89
1927.....	7126.36	7907.78	30271.47
1928.....	6772.82	6777.37	30266.92
1929.....	6499.43	6576.52	30189.83
1930.....	6123.30	7257.47	29055.66
	<u>\$99309.75</u>	<u>\$70254.09</u>	<u>\$29055.66</u>

Interest to December 31, 1929.....	\$10,518.24
Total Interest for year ending December 31, 1930.....	\$ 1,388.29
Total Saving Fund Deposits December 31, 1930.....	\$39,632.53

Accounts opened in 1926.....	170
Accounts opened in 1927.....	138
Accounts opened in 1928.....	162
Accounts opened in 1929.....	182
Accounts opened in 1930.....	158

Total number of accounts December 31, 1926.....	1273
Total number of accounts December 31, 1927.....	1270
Total number of accounts December 31, 1928.....	1296
Total number of accounts December 31, 1929.....	1315
Total number of accounts December 31, 1930.....	1322

TOTAL SAVINGS OF PUPILS

Saving Fund	\$39,632.53
New York Evening Journal Building Bonds.....	1,000.00
First Liberty Loan Bond.....	50.00
Ten shares United Gas Improvement Company Common Stock	275.25
Total.....	<u>\$40,957.78</u>

HEALTH

The Visiting Physician draws attention to the slight amount of serious illness which the College has had during the past year. The institution has been free from either typhoid or diphtheria, the former no doubt due to the active immunization of all boys admitted to the College as well as the frequent examinations of the milk and water supply; and the latter to the immunization of all boys admitted to the College and the administration of the Schick test six months later to deter-

mine whether immunity has been conferred. It is notable also that the statistical summary for the year records only eleven cases of tonsillitis, which low figure, the Visiting Physician believes, is due to the rigid attention given to the removal of infected tonsils. The year's record shows but four cases of rheumatic fever, which again is said to be probably the result of the removal of infected tonsils. The Infirmary housed various mild infections during the year. In all, there were fifty-five cases of mumps, thirty-two of measles, and eighteen of scarlet fever. No injurious after-effects resulted from any of these infectious diseases.

The Visiting Physician again draws our attention to the number of cases of acute infections of the respiratory tract, and renews an earlier recommendation for the constant co-operation of those having charge of the boys in the daily routine in order to reduce the amount of this illness. He very properly says that exposure to wet and cold, with insufficient clothing and the tendency of boys to exercise actively, and then going about with inadequate protection seem to be contributing factors resulting in colds and diseases of the respiratory tract. It is encouraging, however, to note that the number of cases of bronchitis in 1930 was reduced to 105. The number of such cases in 1929 was 147, and in 1928, 177. While there has been improvement in this particular, the number of cases of this illness still points to the need for greater vigilance.

Three boys afflicted with diabetes have continued in the Infirmary on a special diet. All of these are attending classes regularly, and all are making satisfactory progress. These boys are approaching the age when, under the provisions of the Girard Will, it will be necessary for them to leave Girard College. We can but look with question as to the future which confronts them when they leave a carefully regulated institution, with scientific provision for diet, and minute medical care to detect the slightest tendency of a recurrence of the active condition of their disease.

The Chief of the Ear, Nose, and Throat Department reports that during the year he did one hundred and thirteen operations for the removal of tonsils and adenoids. Twelve boys

were operated on for the opening of the ear drum; two for mastoid disease; thirteen for submucous resection, and four operations for infection of the sinuses connected with the nasal passages. The head of this branch of the service reports the examination of ninety-five boys for dismissal from the College, and three hundred and seventeen applicants for admission. He reports the treatment of three hundred and sixty boys for ear, nose and throat affections.

The ophthalmological work has been carried on without interruption. All of the boys were given visual tests to determine the normality of their eyesight. The total number of visits to the Ophthalmologist was slightly over twenty-five hundred. Nearly five hundred boys applied for examination and treatment, and one hundred and forty boys were refracted in order to issue prescriptions for the correction of vision defects. One hundred and seventy boys were treated for affections other than refractive.

During 1930 there has been a recurrence of an infectious condition resulting in conjunctivitis. This was sufficiently alarming during the autumn temporarily to discontinue the use of the swimming pool. Immediately there followed a marked diminution of the number of cases. The water was examined bacteriologically, but no evidence of contamination was found to fix the responsibility on the water as the primary source of the infection. It was thought to be a contributing factor, however, and immediately after the discontinuance of the use of the pool the number of cases of conjunctivitis decreased.

The annual examination of all the boys of the College resulted in bringing to notice a goodly number who needed medical and surgical attention. Boys not showing normal development since their last examination, or who are obviously below par physically, are put on a special regime which serves to head off later complications, and to bring them into the sphere of the normal.

The constant and watchful care of the officers of the College and the prompt sending of any boy under suspicion to the Infirmary for medical examination and observation, the instruction on rules of health in the hygiene classes of the

College, numerous assembly talks, and attention to health matters in general, all contribute to the keeping of boys in good health. Again and again those who have seen our boys stripped have remarked on their fine physiques and their evident well-nourished physical condition. We have repeated comments from mothers on the satisfactory way in which their boys are developing physically, and there is much of encouragement in the health progress which the College is making. Best of all, the boys themselves are learning to prize health. The observations of the assistant to the College Physician who was on duty all of the month of August were to the effect that the boys are well trained and the bravest whom he had ever seen. Testimonies of this sort are of great encouragement to those of us who are in the work here.

Perhaps the most notable single fact in this connection to which attention might be drawn is that we have passed another calendar year without a death among the College boys. Turning our thought backward, we find that we went through the calendar year 1928 without a death, in 1929 one boy died, and now we have been blessed with another year in which no death has occurred. Considering that boys come to Girard College only after they have lost their fathers, and further, that in most cases they have lost their fathers at a relatively early age, these statistics are all the more notable, and they can be accounted for only by the fact that from their early entrance into the College boys are given careful supervision, and that every effort is made on the part of all concerned to preserve them in health, and to protect them against disease.

Following is a list of the diseases, operations, and other matters of record, in classified arrangement, for which pupils of the College were under observation in the Infirmary and dismissed during the year 1930:

RESPIRATORY DISEASES		GASTRO-INTESTINAL DISEASES	
Bronchitis, acute	103	Abdominal pain	13
Bronchitis, chronic	2	Constipation	2
Laryngitis	16	Diarrhea	4
Pneumonia, lobar	9	Gastro-enteritis	44
		Jaundice, acute catarrhal.....	4
Total	130	Total	67

NOSE, THROAT AND EAR DISEASES

Coryza, acute.....	25
Earache	16
Epistaxis	3
Otitis media, acute.....	46
Pharyngitis	55
Tonsillitis	11
Sinusitis	11
Vincent's angina.....	1
Total	168

DISEASES OF THE NERVOUS SYSTEM

Chorea	1
Epilepsy	1
Muscular dystrophy.....	1
Facial palsy.....	1
Total	4

ACUTE INFECTIOUS DISEASES

Erysipelas	1
Measles	32
Mumps	55
Rheumatic fever.....	4
Scarlet fever.....	18
Total	110

SKIN DISEASES

Dermatitis venenata	4
Eczema, acute	3
Eczema, chronic	2
Erythema, toxic	2
Erythema, simple	11
Erythema, scarlatiniform.....	1
Impetigo contagiosa.....	2
Pediculosis capitis	18
Urticaria	5
Tinea cruris	6
Total	54

OPERATIONS

Appendectomy	6
Circumcisions	21
Hernia, radical cure.....	3
Hydrocele, radical cure.....	1
Mastoid, opened and drained..	2
Strabismus, operation for cor- rection	1
Submucous resection	14
Tonsillectomy and adenectomy	139
Varicocele	9
Total	196

EYE DISEASES

Blepharitis	1
Choroiditis	1
Corneal ulcer	2
Corneal laceration.....	1
Conjunctivitis, simple.....	43
Conjunctivitis, acute catarrhal	19
Conjunctivitis, traumatic.....	2
Conjunctivitis, follicular....	2
Foreign body in the eye.....	3
Hemorrhage, sub-conjunctival	1
Keratitis, phlyctenular.....	1
Keratitis, traumatic.....	1
Total	77

ACCIDENTS

Arthritis, traumatic.....	1
Bursitis (knee), traumatic...	1
Dislocation, clavicle	1
Dislocation, wrist.....	1
Fracture, radius	2
Fracture, tibia	2
Fracture of radius and ulna..	2
Fracture of nose.....	1
Sprain of ankle.....	20
Sprain of thigh muscles.....	2
Sprain of back.....	2
Wounds, infected.....	15
Wounds, contused.....	22
Wounds, lacerated.....	12
Total	84

LOCALIZED INFLAMMATION

Abscess of leg.....	3
Abscess of neck, opened and drained	3
Abscess, palmar opened and drained	3
Abscess of groin, opened and drained	2
Abscess of eyelid.....	3
Adenitis, cervical.....	9
Adenitis, inguinal	1
Cellulitis of leg, following infection	7
Cellulitis of foot following infection	1
Furunculosis	8
Furuncle of ear canal.....	1
Ulcer of foot.....	5
Total	46

MISCELLANEOUS DISEASES		UNCLASSIFIED	
Diabetes mellitus	3	Discipline	6
Myalgia	1	Observation	898
Myocarditis, acute.....	2		
Serum sickness	1	Total	904
Total	7		
Average daily census for the year.....29.28			
Average number of hospital days for the year..... 4.93			
Total number under observation for the year..... 1848			
There was no death during the year 1930.			

DENTAL DEPARTMENT

In the annual report for 1929, was included a statement of the Dental Department that it was our belief that Girard College had one of the outstanding dental clinics of the world. While that report was being printed, the man who had created this dental clinic and had been its guiding genius was taken from us by death. Dr. Samuel P. Cameron came to Girard College in 1911, and gave nineteen years of devoted labor to the building up of the dental work. In no other particular has Girard College made greater progress in the last twenty years than in the dental care given to the boys. From having a single dentist one day a week, this clinic grew until the College had, at Dr. Cameron's death, the full time of four dentists and nearly the full time of the Dentist-in-Chief, and there was also required the full time of a clerical assistant, who made appointments, kept the records, and had general oversight over the office. The dental work under Dr. Cameron became one of the most useful activities of the institution and one of the conspicuous examples of an institution's care of the teeth of its children. As to the way in which Dr. Cameron had done his work, his successor, as Visiting Dentist, made the following comment: "The work of Dr. Cameron in developing the clinic and organizing the daily routine together with the splendid system of card indexing of all the students in the College with the record of appointments and treatments for each is, so far as the writer knows, unparalleled in institutional work of this character."

The dental clinic at Girard College was so widely known and highly regarded that it was to be expected that there should have been a large list of applicants who coveted appointment to the headship of this work. An inquiry into the qualifications of those who presented themselves indicated that the most of them were specialists, who were devoting themselves to some branch of dentistry. As the problem was studied, it became increasingly clear that we were not likely to find a man of Dr. Cameron's type, who had had experience in general practice, and who had also specialized in both mechanical dentistry and orthodontia. After some months of study and interviews with men of large experience who had dealt with similar problems, it seemed desirable to appoint a Visiting Dentist who would shape the policies for the dental department, keep an oversight over the work, and guide its activities as a consultant and observer, and allow the major part of the work to be done by others under his supervision. This decision immediately made it possible to consider men who would not be interested in coming to Girard College for a full-time appointment. The securing of an experienced and high-grade man as Visiting Dentist and Consultant, to study the problem of the College, and to bring his larger abilities to bear in working through others, seemed on the whole a better solution of our problem than would have been the appointment on full time of a man with less experience and a more circumscribed point of view.

After the above decision had been made, the choice of a Visiting Dentist proved far less difficult than the problem appeared when we sought to find one man who would meet all the requirements of a Dentist-in-Chief. For Visiting Dentist, the Board appointed Dr. O. G. L. Lewis, a practicing dentist in Philadelphia, and for eleven years a teacher in the Dental School of the University of Pennsylvania. Dr. Lewis had served first as Professor of Clinical Dentistry at the University, later as Acting Head of the Department of Operative Dentistry, and at the time of his appointment he was Head of the Department of Operative Dentistry, succeeding in that position to the well known Dr. Darby.

Dr. Lewis's professional and personal standing were such as to

established in his own office a system of group practice, in which he had taken younger men and trained them to serve on special branches of dentistry. As professor of Operative Dentistry at the University, he has working under his direction some fifteen or eighteen dentists, and he therefore comes to the problem of supervisory work experienced and matured. The standing of Dr. Lewis in the profession is evidenced by the fact that he has been chosen to supervise the dental clinics of the American Dental Association at a meeting which will be held in Memphis in the autumn of 1931. These clinics number hundreds of operations and demonstrations, representing the dental profession in all parts of America. Dr. Lewis is also interested in and plans to attend the Eighth International Dental Congress in Paris in the summer of 1931.

Dr. Lewis's professional and personal standing were such as to make his appointment in Girard College a source of great satisfaction. In his early education he attended Swarthmore College; he is of an old Philadelphia family which dates back to the days of William Penn. In the best sense of the word, he is a gentleman who brings with him the traditions and refinements which that word implies; in addition he comes with the highest professional skill and the best recognized experience which any institution could hope to acquire.

The appointment of Dr. Lewis has met with repeated expressions of congratulation and commendation—first of all from several of the men who had been candidates for the appointment which he received. One of these candidates said frankly that he did not consider himself in Dr. Lewis's class, and that if Girard College could secure Dr. Lewis, he congratulated the College. Taking all the facts into consideration, we feel that the high traditions of the dental department of Girard College will be maintained and advanced, as they should be, if we are to keep step with the progress which will go on in the dental profession, as it goes on in other branches of science.

Following the death of Dr. Cameron, Dr. Augustus L. Wright, Assistant to the Dentist-in-Chief, was delegated Acting Chief to carry the responsibilities for the supervision

over the department until a successor should be appointed. Dr. Wright had served with Dr. Cameron for a period of three and one-half years and was familiar with the routine work of the department, as well as with the orthodontic treatment which was being carried on. Dr. Wright acquitted himself with credit, and the activities of the department went forward without serious dislocation.

Dr. Wright has continued his interest in orthodontia, and during the autumn was granted a leave of absence to go for a special short course in this subject at Columbia University. He has also worked with and had the advantages of suggestions from one of the most outstanding orthodontists in the country, and, under the general supervision of his chief, we believe that he will develop and carry on the orthodontic work with credit.

Numerous changes and betterments in the equipment of the dental clinic have been introduced during the year. A new x-ray machine was secured, of a modern type, which is less likely to cause an accident. This new machine is portable, so that it may be moved freely from chair to chair in its use. New uniforms have been secured for the operating dentists, better sanitary provisions have been introduced in the operations at the chairs, and the whole dental equipment has been gone over for adjustment and repairs, so that the physical appointments will be in the best possible shape. One of the dental depots in Philadelphia has entered into a contract to give regular inspections and repairs to the dental equipment of the College at an annual charge. This arrangement provides also for emergency calls in the event of a part of the apparatus being temporarily out of repair. This seems to be a highly desirable method of keeping the equipment in good condition.

The accompanying detailed record of the work performed in the dental clinic for the year ending December 31, 1930, is placed alongside the record of similar work which was done in the two years preceding. In certain features, the comparison is also furnished with the year 1912.

STATISTICAL REPORT

	1928	1929	Percentage	1930	Percentage
Amalgam fillings.....	2,772	2,506	9.5 Dec.	1,685	32.7 Dec.
Phosphate fillings.....	2,978	3,900	35.5 Inc.	3,429	12.0 "
Gutta Percha fillings.....	408	611	49.7 "	514	15.8 "
Temporary stoppings.....	97	72	25.7 Dec.	360	400.0 Inc.
Permanent teeth devitalized.....	14	13	7.1 "	6	53.8 Dec.
Temporary teeth devitalized.....	0	0	00.0	0	00.0
Permanent teeth putrescent.....	10	6	40.0 Dec.	13	116.6 Inc.
Temporary teeth putrescent.....	30	25	16.6 "	3	88.0 Dec.
Permanent teeth abscessed.....	0	3	300.0 Inc.	4	33.3 Inc.
Temporary teeth abscessed.....	9	9	00.0	9	00.0
Permanent root canals filled.....	62	31	50.0 Dec.	28	9.6 Dec.
Temporary root canals filled.....	0	1	100.0 Inc.	0	100.0 "
Dental Radiographs made.....	193	201	4.1 "	325	61.6 Inc.
Inlays.....	116	64	44.8 Dec.	41	35.9 Dec.
Crowns.....	4	8	100.0 Inc.	7	12.5 "
Bridges.....	4	0	400.0 Dec.	1	100.0 Inc.
Teeth Cleaned.....	1,853	3,333	79.8 Inc.	2,761	17.1 Dec.
Extraction of Perm. teeth.....	37	28	24.3 Dec.	45	60.7 Inc.
Number treatments.....	6,708	7,374	9.9 Inc.	7,349	.3 Dec.
Total number of operations.....	15,129	18,402	21.5 Inc.	16,649	9.5 Dec.

INCREASE AND DECREASE FROM 1928 TO 1930

	1928	1929		1930
Permanent teeth devitalized.....	14	13	7.1 Dec.	6 53.8 Dec.
Permanent teeth putrescent.....	10	6	40.0 Dec.	13 116.6 Inc.
Permanent teeth abscessed.....	0	3	300.0 Inc.	3 33.3 Inc.

DECREASE IN EIGHTEEN YEARS AND NINETEEN YEARS

	1912	1929		1930
Permanent teeth devitalized.....	170	13	92.3 Dec.	6 96.4 Dec.
Permanent teeth putrescent.....	151	6	96.0 "	13 91.3 "
Permanent teeth abscessed.....	22	3	86.3 "	4 81.8 "
Average.....	343	22	93.5 Dec.	23 93.2 Dec.

The study which the Visiting Dentist has made since his appointment, and taking into account the increase in the population of the College there are three or four new developments to which we may look forward hopefully.

The first is enlisting a greater interest in and securing an increased coöperation of the members of the instruction and household staffs of the College. The Visiting Dentist has been in conference with the executive officers of the College, pointing out ways in which the household officers and teachers can help in the better care of the children's teeth. To this end the Visiting Dentist has suggested improvements in the literature furnished in the hygiene classes, dealing with the care of the teeth. He has also arranged for a visit to the teacher of dental hygiene at the University of Pennsylvania on the part of governesses, housemasters, and representatives of the instruction

department, so that information may be given on proper methods of brushing teeth and caring for them. It is planned also to have the boys given instruction by a competent expert who will bring them moving pictures and lantern illustrations to show right and wrong methods of caring for their teeth. All of this is in the direction of prevention which will naturally reduce the amount of operative work required.

Second, the Visiting Dentist is clear in his feeling that the present dental staff will prove insufficient to keep the work up to date, to have examinations at sufficiently frequent intervals, and to send the boys out with their teeth in as perfect condition as possible. Already he has recommended the appointment of an additional operator, and such an addition to the staff seems desirable.

Third, the Visiting Dentist feels that we should go much further than the College has heretofore gone in the sterilization of instruments and the affording of improved sanitary precautions. Such a service will require the engaging of a further assistant, who will give herself chiefly to the task of caring for the instruments of the operators. Such an employee will save the time of the operators, and probably the engaging of her service will prove an economy, taking all the facts into consideration.

Fourth, the Visiting Dentist feels that the present quarters for the dental department are not adequate to provide the necessary working space and to afford the privacy which is desirable for the dentists in order to do their work advantageously. It happens that the west end of the long ward on the first floor of the Infirmary could be readily cut off and be given an entrance from the roadway lying to the east of the Junior School building. This would quite double the floor space assigned to the department, and would fit up into a much better clinic than is the one at present in use. If this change were made, the present dental clinic, which was formerly the downstairs round ward, could be given back to the general purposes of the Infirmary. As a matter of fact, we have made little use of the long ward for many years, except for emergencies in the summer when painting and house cleaning are being carried on in the wards on the sec-

ond floor. Such a change as is suggested would greatly improve the appointments of the dental department, and would not take away from the Infirmary space which is required for the effective carrying forward of its routine.

All of the above plans indicate the constructive and helpful spirit in which the Visiting Dentist has entered on a study of the dental problems at Girard College, and are a promise for the future of this branch of our work.

GROUNDS, BUILDINGS, AND SUPPLIES

Mr. Frank O. Zesinger, after a service of more than forty-four years in the Steward's Office at Girard College, found it necessary to ask for retirement in the first half of 1930. Mr. Zesinger was admitted into Girard College as a small boy in 1875 and continued in residence until 1883. After a brief business connection outside, he came to the Steward's Office as a clerk in 1885. He was later promoted to be Assistant Steward and in 1899 became Steward. For many years he occupied the house which stands at the intersection of South College Avenue and Girard Avenue, immediately at the gate of the College, and he thus became in effect a part of the institution.

Mr. Zesinger was first of all, the soul of honor. No one who did business with Girard College could present him with the smallest trifle nor would he permit himself to be maneuvered into a position where he would be under the slightest obligation to any bidder or vendor, even to the extent of accepting a cigar or allowing his carfare to be paid. In all the years of his supervision over the purchasing and business operations of Girard College, there never arose a suspicion of an irregularity.

Secondly, Mr. Zesinger was always a gentleman. He represented Girard College so as to win the respect and good will of those who came in contact with him, whether they were successful in their efforts to get business or not. The length and character of Mr. Zesinger's service were such that on his retirement the Board adopted the following minute by unani-

mous action: "The Board of Directors of City Trusts congratulates Mr. Frank O. Zesinger on his long and honorable record, and in doing so testifies to its grateful appreciation for his faithfulness to the trust imposed in him, his loyalty to the Institution of which he is an honored graduate, and his high moral purpose in life and service.

"It is directed that this statement be entered on the Board's minutes and that a certified copy be sent to Mr. Zesinger as an evidence of the Board's regard."

With the discontinuance of Mr. Zesinger's service, there was presented the problem of finding a successor who would meet the high standards which he had set for the work and carry on the activities and operations of the College, under the conditions which the enlargement of the institution, the introduction of scientific and engineering machinery, and the adoption of new methods have made desirable.

First of all, consideration was given to a possible change of name for this branch of the work. The term "Steward" has long been a misnomer. When the institution was small, the duties of this officer were fairly defined by the word "Steward," but as the school grew and the various branches of the service were developed, many of the duties of the Steward were taken over by the Department of Domestic Economy, and the Steward's Office became largely one of supervision over the maintenance and upkeep of grounds and buildings, the purchasing of supplies of all sorts, and the operation of the business activities of the institution. The titles of various other officers had been changed from time to time, so that we had superintendents in such divisions of the work as Admission and Discharge, Household, and Domestic Economy. To be quite consistent with the previous practice and give a suitable designation to the branch of work with which Mr. Zesinger had so long been identified, the Board of Directors changed the title from "Steward" to "Superintendent of Grounds, Buildings, and Supplies."

Naturally, a large list of applicants came forward for the place left vacant by Mr. Zesinger's retirement, and after a

careful consideration of this list the Committee on Household nominated and the Board appointed Mr. Charles M. Knopf, a graduate of the University of Pennsylvania in the Class of 1915. Mr. Knopf later continued his education in the Westinghouse Electric and Manufacturing Company, taking the apprentice course in the main plant at East Pittsburgh. In connection with this latter preparation, he took an additional course of commercial training in a sales school.

Later Mr. Knopf enlisted in the United States Army and went to the Mexican border with the First Regiment Field Artillery of the Pennsylvania National Guard. For this service he was appointed Second Lieutenant of Engineers in the Officers' Reserve Corps. At the entry of the United States into the World War, he volunteered for the First Officers' Training Camp at Fort Niagara, was commissioned a Second Lieutenant in the United States Field Artillery, and went overseas in the Seventy-Ninth Division. Mr. Knopf was later promoted to the rank of First Lieutenant, and served creditably as executive officer of his battery and as battery commander.

Following the World War Mr. Knopf returned to the Westinghouse Company and continued until his appointment as an engineer with the Gulf Refining Company. He was with this Company for ten years, in 1924 becoming technical Engineer of Sales, where he was under the necessity of handling large business interests.

As Mr. Knopf has taken up his work here, he has shown himself to be a thoroughly live man, well informed, and widely experienced. He works easily with his associates and has evidenced an ability to get results, thus showing qualities which are promising for the future of Girard College.

Charles H. Carman, who had served the College as Assistant Engineer from July 15, 1911, died in April of the year under review. In advance of coming to the College, he had been for several years in the employ of the Girard Estate in the operations at South Philadelphia, and in that position and as Assistant Engineer at Girard College he had been a faithful, high-grade, practical engineer who was respected by all who worked with him.

The Chief Engineer of the College has made a study in detail of the enlarged needs of the Institution for heat, light, and power. In connection with this, the question was submitted of the substitution of gas or oil as fuel, and the decision again was inescapable that coal is the most economical fuel for Girard College. Inasmuch as the mines of the Girard Estate produce coal, this conclusion is welcome.

Further consideration was given to the desirability of purchasing electricity from an outside concern instead of attempting to produce it. The results of this inquiry pointed clearly to the advantage of our continuing to produce the electric current which we need. The College requires a great deal of steam for the heating of its buildings and for domestic purposes especially in cooking and laundry work. During the greater part of the year the requirement of steam for heating the buildings exceeds the amount necessary to operate the engines, and live steam is drawn from the boilers. Thus the use of all exhaust steam is made possible in the heaters, and the production of electricity is in effect a by-product which imposes little extra cost.

The bringing of the new Junior School into use in the immediate future, plus the demands for heat and light by the residences at the east end of the grounds, has placed an increased load on the power plant, which necessitates an enlargement of the engine equipment. The Department of Grounds, Buildings, and Supplies has made a further study of the most economical type of engine which will be adequate for our needs. The results point unmistakably to a turbine unit, which appears to be in keeping with the experience of the country at large in generating electricity.

Substantial progress has been made in the improvement of the grounds during the year. The most obvious of these has been the taking down of sections of the wall both east and west of the Lodge houses at the front. The Girard Will provided that the College be surrounded by a stone wall, ten feet high, surmounted by an iron fence. This provision was made for an institution which was to have been erected on the square of ground bounded by Market, Chestnut, Eleventh, and

Twelfth Streets. As a matter of fact, the iron fence has never been built on the wall, and the change which has been made during the past year would seem to be quite as much, or more, in keeping with the provisions of the Will than the practice of the preceding eighty-two years. In other words, what we have now done is to lower the height of the wall and put a fence upon it, instead of building the wall to its full height and omitting the fence.

The question of the wall has been a moot one from the time when the buildings were begun in 1833. The advantages of lowering the wall east and west of the entrance are so obvious as to leave no need for argument. The views of the College are greatly improved in the approaches from both Corinthian and Girard avenues. Passers-by have now an entirely different impression of what Girard College looks like, and there is, we believe, far less danger of the institution's being thought of as forbidding—a place for the incarceration of boys. The effect is even more marked as one looks out from within the grounds. The wall itself has tended always in the direction of making Girard College provincial—a sort of isolated and peculiar institution. The substitution of the open fence for the wall gives a sense of freedom and an outlook on the world which the College never before had, and which it could not well have had if kept behind a wall.

The public press and the community in general took much interest in the change above mentioned. Improvement associations about the College sent in letters of commendation and solicited an extension of the arrangement for a paling fence in place of the wall. It can, however, readily be seen that the substitution of a fence for the wall wholly about the enclosure would impose obstacles and disabilities in the conduct of the work of the College.

The program of enlargement on which we entered in 1925 has made substantial progress during the past year. The new Junior School now approaches completion and will be occupied early in 1931. The houses for executives at the east end similarly will be ready for occupancy during the first half of 1931, and an opportunity will then be afforded to enter on the

alteration of Building Number One so that it may be brought into use for a group of older boys. The plans for a new Chapel have been studied actively during the past year, though no final decision has yet been made for the demolition of the present building and the construction of a new one. The officers of the College are also studying plans for the reconstruction of Banker Hall, the completion of which together with the erection of a new Library building will complete the plans for enlargement which were begun more than five years ago. It is the hope of the officers that these building changes can be carried forward and realized in their entirety within the next two or three years. The President of the College covets the completion of the building reconstruction as a part of his contribution to the reorganization of Girard College.

No less important than building changes have been improvements in the grounds. New planting about the house group at the west end has greatly improved the appearance of that group. Shrubbery and trees have been started at many other advantageous points, and the grounds are steadily becoming more attractive. We were gratified to have a view of the main road of the College included in the current issue of the *American Landscape Architect* (January, 1931) and the effect of this view was pleasing and creditable to the Institution.

An important truth for school boards and executives to bear in mind is that grounds and buildings, food and clothing, and even text-books and working material do not make a school. Sir Michael Sadler well observed: "The black shadow which hangs over the future of modern education is lest organization should cripple individuality." One of the supreme dangers to a headmaster, principal, or president, particularly in a place with as much detail to be administered as there is in Girard College, is that the head will turn his back on the higher things of the spirit and "serve tables." With the growth in size of a school and the increase in multiplicity of duties and interests, the head tends more and more to be swallowed up by the operations of the machine. Even in a large institution this is not necessary, but it is an ever-present danger. Some of the great teachers and schoolmasters of modern times have

efficiently-managed large institutions, and this without the loss either personal or institutional of intellectual and spiritual influences. What more striking examples of personal influence in an institution could be found than those of President Eliot and Dean Briggs, at Harvard, and of President Harper at Chicago. In a visit to the English schools a few years ago, the observation was made that the largest school visited, the Manchester Grammar School, showed in a most vital way the influence of its then High Master, J. Lewis Paton. Sound organization, efficiency of associates, delegation of authority, and team work—all make possible the freeing of the head of a school so that he may set his mind to the enriching and ennobling of the intellectual and spiritual life of the place.

PRIZES

The key man prize was continued, one award being made, as follows:

September—William E. Kerstetter, Class of June, 1930.

Special prizes were presented by various individuals and groups of the Alumni.

Gold watches were presented according to the terms of the will of the late General Louis Wagner to the students of the graduating classes having the highest scholarship averages for their last two years' work:

September Award—Myer Feldman.

February Award—Henry A. Young.

Prizes awarded by the Girard College Alumni to the three members of the Senior classes for the best original declamations were presented in February:

- | | |
|----------------------------|---------|
| 1. Robert M. Tennant..... | \$15.00 |
| 2. Frederick G. Clark..... | 10.00 |
| 3. Thomas Baker | 5.00 |

Bronze medals were presented by l'Alliance Française to the pupils of the High School showing the greatest proficiency in the study of the French language and literature:

September Award—Fred G. Hocking.

February Award—David K. Burkhart.

The "Early Eighties" prizes presented in the name of John Humphreys were awarded in September for the best descriptive essays on the annual trip of the Senior classes to the coal properties of the Girard Estate in Schuylkill County and in February for the best descriptive essays of the annual trip of the Senior Classes to Washington, as follows:

September		February	
1. William T. Michaels....	\$8.00	Joseph Fenton	\$8.00
2. George Yemm	5.00	Thomas Baker	5.00

The "Early Eighties" prizes, presented in the name of Herman C. Horn for the best essays on "Thrift" by the pupils of the Second High School year, were awarded as follows:

September		February	
1. Irving M. Frankel.....	\$6.00	Edson J. Shannon.....	\$6.00
2. Howard A. Andrews...	4.00	Michael Massa	4.00
3. Irwin Chudnow	3.00	Charles F. Gabel.....	3.00

The "Early Eighties" prizes, presented in the name of John E. Rodgers for proficiency in drafting or some branch of manual training, were awarded as follows:

September	
1. Harvey E. Stoehr, Trade Drafting.....	\$8.00
2. Raymond R. Moore, Electrical Shop.....	5.00

February	
1. John W. Knock, Patternmaking.....	\$8.00
2. Kurre W. Ostrom, Carpentry.....	5.00

The "Early Eighties" prizes, presented in the name of Joseph A. Campbell for proficiency in penmanship, were awarded as follows:

September		February	
1. Paul J. Banks	\$8.00	Mattia A. Spinelli	\$8.00
2. Irving M. Frankel.....	5.00	Robert E. Spatzer.....	5.00

The "Early Eighties" prizes, presented in the name of Henry Kraemer for proficiency in chemistry, were awarded as follows:

September		February	
1. Harvey E. Stoehr	\$12.00	Kurre W. Ostrom.....	\$12.00
2. Raymond R. Moore....	6.00	Clair A. Artz	6.00

The prize of a gold medal, awarded by the Girard Alumni of Western Pennsylvania for general proficiency in athletics, was presented in February to John E. Morris.

Three prizes, awarded by Mr. Harry Brocklehurst, Class of 1871 for the best essays on "Safety Devices," were presented in February to:

- | | |
|------------------------------|--------|
| 1. Leonard S. Greene | \$5.00 |
| 2. William L. Schatzle | 3.00 |
| 3. Willard M. Zurflieh | 2.00 |

The George S. Windle prize of \$25.00 awarded by the Girard Club of Wyoming Valley to the student from the Greater Wilkes-Barre District attaining the best record in scholarship, athletics, and deportment combined, was presented in February to Howard A. Andrews.

The Girard Band Association prizes, awarded to the students showing the greatest advancement in proficiency on the stringed instruments, were presented in February to:

- | | |
|---------------------------------|--------|
| 1. Edward Edmunds, Violin | \$5.00 |
| 2. Frank R. Stites, Cello | 2.50 |

The Howard L. Williams prize, awarded to the students of the graduating classes attaining the greatest proficiency in shorthand, were presented to:

- | | |
|--|---------|
| September Award—James S. McCormick..... | \$10.00 |
| February Award—Walter R. McClelland..... | 10.00 |

The F. Amédée Brégy prizes of \$2.00 each, awarded to the students of the Art Class producing the best water color paintings and the best drawing during the year, were presented in February to Henry A. McLaughlin, Charles Davis and Paul R. Echard.

Bronze medals awarded by the American Legion through the Stephen Girard Post, No. 320, to the students of the highest grammar school grade for the best record in scholarship, athletics, and citizenship combined were presented to:

- | |
|-----------------------------------|
| September Award—Harold E. Manley. |
| February Award—Vincent Clausius. |

Special Prizes were also presented by the College to cadets for meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive drill, and to the Captain of the company ranking second:

September Awards:

1. Edward A. Turner, Company C, Saber.
2. Thomas E. Bramble, Company D, Silver Medal.

February Awards:

1. Kurre W. Ostrom, Company D, Saber.
2. Juan de Zengotita, Company B, Silver Medal.

A silver medal was awarded each term to the cadet ranking highest in individual drill, and a bronze medal to the cadet ranking second:

September Awards:

1. John H. G. Stricker, Corporal, Company A.
2. Samuel M. B. Geist, Corporal, Company C.

February Awards:

1. Samuel M. B. Geist, Sergeant, Company C.
2. Lidio Mignogna, Sergeant, Company D.

Photographs of the winning companies were presented to members of those companies.

Prizes presented by the College in February for proficiency in piano music:

- | | |
|---------------------------|--------|
| 1. John R. Brown | \$5.00 |
| 2. Samuel G. Fisher | 2.50 |

Prizes presented by the College for proficiency in manual arts:

September Awards:

- | | |
|---|--------|
| 1. Joseph Hutt, books to the value of..... | \$5.00 |
| 2. Dusan Popovich, books to the value of..... | 3.00 |

February Awards:

- | | |
|--|--------|
| 1. Robert W. Allen, books to the value of..... | \$5.00 |
| 2. George H. Harrold, books to the value of..... | 3.00 |

Prizes presented by the College in February for the best singing with soprano or alto voice:

- | | |
|--|--------|
| 1. Robert M. C. Schutz, books to the value of..... | \$5.00 |
| 2. William C. Hinkel, books to the value of..... | 3.00 |

DOMESTIC ECONOMY

In November Miss Margaret Russell succeeded to the position of Dietitian made vacant by the resignation of Miss Edna M. Steele. Miss Russell is a graduate of the Training School at Drexel Institute, and has had a good range of experience in work of the sort which she is to do at Girard College.

The Superintendent of Domestic Economy reports a relatively low labor turn-over during 1930. While fewer employes than usual have left the service, the numbers available to take their places have been large. The labor problem has given Girard College less concern during the past year than for many years preceding.

Studies of the proper dietary for children have made marked progress in the past ten years. The recognition of new requirements in diet and the providing of food supplies that will meet those requirements have assumed increased importance. Perhaps no preceding decade has seen so great an advance in the science of child feeding as has that from 1920 to 1930.

Economy in buying and the prevention of waste are important factors in keeping down the per capita cost at Girard College. A tendency toward consolidation among vendors furnishing such basal necessities as milk, butter, and ice cream makes it increasingly difficult to secure bona fide competition in the bids for these staples. Girard College goes on the assumption that it is a public institution, and that it should maintain a system of genuine competitive bidding in awarding contracts for its supplies. Our effort has been to bring eligible new dealers into the list of bidders, and to continue our former system of awarding contracts.

The cost of subsistence in 1930 was slightly in excess of that for 1929. In the main, the items on which there were increases were oranges, potatoes, and green vegetables. Expenditures for meats, ice cream, milk and cream also were at a slight advance over those of the preceding year. Some of these increases were due to the use of larger quantities of the supplies mentioned. Certain items of consumption were at a decreased figure in 1930, as compared with 1929. Particularly was this true of butter,

The total ordinary expenditure in 1930 for the maintenance of Girard College was \$1,776,030.46. The average number of pupils maintained was 1530 and the cost of maintenance per capita, \$1,160.80, as follows:

	Amount	Per Capita
General Administration	\$61,056.72	\$39.91
Retiring Allowances	40,983.30	26.79
Group Insurance	9,746.25	6.37
Admission and Discharge	55,125.15	36.03
High School	263,297.54	172.09
Middle School	80,523.58	52.63
Junior School	40,744.54	26.63
Library	26,798.01	17.52
Physical Training and Athletics	31,788.17	20.78
Battalion of Cadets	17,311.63	11.31
Instrumental Music	29,834.37	19.50
Chorus	4,342.37	2.84
Special Classes	6,202.16	4.05
Professional Improvement of Staff..	527.52	.34
Excursions and Field Visits	5,675.74	3.71
Lectures and Entertainments	1,075.00	.70
College Home Life	219,338.70	143.36
Department of Health	76,555.27	50.04
Food and Dining Room Service	477,552.01	312.12
Clothing	172,928.12	113.03
Laundry	73,418.17	47.99
Garage	6,441.01	4.21
Maintenance of Grounds	44,562.71	29.12
Incidentals	2,810.44	1.83
Transportation of Pupils	10,836.05	7.08
Insurance	1,823.31	1.19
Celebration of Founder's Day	5,197.68	3.40
Summer Camp	9,534.94	6.23
	<u>\$1,776,030.46</u>	<u>\$1,160.80</u>

Year	Cost of Maintenance	Per Capita Cost
1930	\$1,776,030.46	\$1,160.80
1929	1,751,113.91	1,147.52
Increase	<u>\$24,916.55</u>	<u>\$13.28</u>

eggs, and fowl. The amount of fowl consumed in 1930 was considerably in excess of that consumed in 1929, yet the aggregate cost was reduced.

The per capita cost for subsistence, calculated on the basis of boys only, was \$212.35, or an average of 64 cents per day. If the calculation were made to include boys, officers, and help, the per capita cost becomes \$175.53, or a cost per individual per day of 52½c. The cost for food per day was increased in 1930 over the cost in 1929 by one cent per individual.

The per capita expenditure for clothing during 1930 was slightly less than in 1929. The decrease in expenditure for this purpose was \$2,065.78. The per capita cost for clothing in 1930 was \$84.22, as compared with \$85.81, for the same purpose in 1929.

The per capita cost for the maintenance of the institution as a whole is interesting as it appears on page seventy-six. As the Bulletin of the Child Welfare League of America observes, the per capita cost in institutions varies greatly. Certain institutions in America have reduced the per capita expenditure to \$100 per child, and there are others in which the per capita is above \$1500 per child. Girard College, with a per capita cost of \$1,160.80 for 1930, does not head the list of institutions having high per capita, but it is impossible to maintain the character of work which we undertake at Girard College without the cost running up. We may well feel that the work being done is a warrant for this total.

ADMISSION AND DISCHARGE

The routine activities of Admission and Discharge have gone on in 1930 much as they have gone on in the years preceding. The Superintendent of the Department on January 1 completed twenty years at Girard College. The College would be unappreciative if mention were not made of the useful character of the work done, and the progress which has attended the efforts of the Superintendent and his associates.

The number of boys on the waiting list at the end of 1930 was 663. The number on the list at the same date in 1929 was

624. It is necessary to go back to 1923 to reach a year in which the number on the waiting list was greater than at the end of 1930. On December 31, 1923, there were 721 on that list.

In both the new applications registered and the total number of names removed from the list during 1930, the figures are larger than in any one of the last nine years. The total registration was 516. The total number of names removed from the waiting list was 477. Of the number removed, 181 were received into the College. Eighty-one were removed by becoming ten years of age, and 42 were withdrawn by their mothers. One hundred and sixty-seven names were removed by examinations which indicated that the applicants were not eligible for admission. During 1930, 348 boys were examined, and 181 of this number were received into the College, this number being 52.8 percent of the total number examined. In 1929, the number admitted was 61.8 percent of the total number examined. Last year's large increase in the percentage of failures is accounted for by the re-registering and re-examining of boys who had failed earlier. Fifty-eight such boys were re-examined in 1930, of whom 42, or 72.4 percent of the total number, failed in the re-examinations.

If the practice of re-registering boys for a second, and in some cases even for a third examination, be continued, and the tendency toward such re-registration increases, as it has done in recent years, we shall shortly have a condition in which the list will become congested with those who have little likelihood of meeting the requirements for admission.

The fact, however, that a minimum of the boys thus re-registered do qualify for admission is a warrant for re-registering and re-examining candidates. A boy who has been ill, who started school late, or who has had for other reasons little opportunity to attend school may fail on his first examination, and may in a subsequent year of intellectual awakening make such school progress that on his second examination he evidences entirely different capabilities.

CLASSIFICATION OF PUPILS ADMITTED DURING 1930

MEDICAL		AGE AT ENTRANCE	
Good	70	6 -6½	3
Normal	102	6½-7	3
Fair	9	7 -7½	52
		7½-8	23
OPTICAL		8 -8½	23
Normal	177	8½-9	17
Fair	4	9 -9½	33
		9½-10	27
PSYCHOLOGICAL			
Excellent	42		181
Good	61	CLASSIFICATION	
Average	73	Above grade	12
Unsatisfactory	5	On grade and less than one year retarded	124
SCHOOL		More than one year but less than two below grade.....	45
Excellent	1		181
Good	26		
Average	132		
Unsatisfactory	22	Below normal by Formboard..	13
ANTHROPOMETRIC			
Above standards	133		
Above in height.....	18		
Above in weight.....	7		
Below standards	23		

As the number of boys admitted has not varied greatly from the number in preceding years, so the number graduated has continued about the same. Fewer boys leave us at eighteen years of age than was true a decade ago. Boys are admitted more nearly on grade; by means of summer instruction and special effort in the regular school work of the year, they are brought along until their school standing corresponds more nearly to their age group. Quite generally now boys are interested in their progress, and they meet the schools half way in the effort to bring them up to grade.

One interesting aspect of discharge is the result of a policy of requiring boys who are above fourteen years of age, and who do not make a good use of their opportunities here, to leave the College. The Girard Will provides that those boys who merit it shall remain in the institution until they are between fourteen

and eighteen years of age. The implications of this provision clearly are that the boys who do not merit this favor shall not be continued in the College after their fourteenth birthdays. Particularly is this statement true of boys who are past sixteen years of age, and repeatedly in late years the Committee on Admission and Discharge of the Board of Directors of City Trusts has referred lists of boys to the Office of Admission and Discharge that the necessary arrangements might be made for their separation from the institution. This does not mean that boys are placed on their mothers' doorsteps. Opportunities are found for these boys to go to employment, or amicable arrangements are effected for them to return home and perhaps enter on a new course of instruction in another school. Repeatedly we have found that boys who have reached a static period in their intellectual lives, and who, moreover, may have made bad associations and begun to engage in questionable habits are greatly benefited by being separated from the influences here which have not been helpful to them, and by being sent to their homes where they can be given a personal oversight which is not practicable with us.

The phase of discharge which has presented the greatest difficulty during 1930 is the placement of boys who have graduated or are leaving the institution for other reasons. The unemployment problem has been acute in Philadelphia. Thousands of men have been walking the streets looking for work. Extensive community contributions and services have been extended for the alleviation of need of those who are without employment through no fault of their own. These conditions have made the placement of boys more difficult than ever before. The Superintendent of Admission and Discharge has shown great resourcefulness in the opening of opportunities for our boys. Extensive solicitation has been made through the mails, the letters sent out reaching to the thousands. Personal interviews, telephone calls, and other methods of approach have been utilized to learn where positions were and how they could be secured.

The facts mentioned above have had an unfavorable effect upon employment for our boys during the summer and on

Saturdays and have limited the extra opportunities offered in the period immediately preceding Christmas. Slackness of employment has reduced the thrift fund which now has been carried for a goodly number of years. Boys who are willing and anxious to go to work have patiently awaited their time. The Department of Admission and Discharge has shown industry and great patience in dealing with the acute situation resulting from the lack of openings for boys. The mothers and all concerned have been considerate and helpful, and we are hopefully looking forward to the time when returning prosperity will afford the usual number of openings. —

We need to remind ourselves in such a time as the present that an individual or an organization is not put to the test when everything is moving serenely and no acute problems are encountered. When times of stress come, when trial is made of the ability to meet new and difficult situations, real worth or lack of it is brought to light. The Department of Admission and Discharge has been going through such a time of testing during the year 1930. The success which has attended its efforts is an evidence that the department has been weighed in the balance and not found wanting.

ALUMNI

Alumni interest in Girard College grows with the passing of the years. Two graduates still survive who were among the first hundred boys admitted into the College on January 1, 1848. One of these has in late years come regularly to the Founder's Day celebration. The other came to this celebration until he was physically incapacitated. From these veteran members of the alumni down to the boys who recently graduated, there is a deep and affectionate interest in Girard College on the part of all who have been reared by the institution.

A meaningful document was sent in during the year by the manager of the James Spear Stove and Heating Company, in the form of an agreement under which a Girard boy was apprenticed to the grandfather of the present manager of the company. This alumnus entered the service of that concern

in 1883, continuing until his death in 1924, and was characterized as "a most faithful and trusted employe," and one of three men who had had much to do with the success of the organization with which he was connected. The document and the accompanying letter have been preserved in the archives of the College as an illustration of the fidelity characteristic of Girard boys, and an incentive to the boys of the present and future generations.

The big alumni event of the year was the celebration of Founder's Day. As usual, this celebration was largely attended and proved a colorful and pleasing occasion. The afternoon address on Founder's Day was delivered by Mr. Joseph H. Hasbrouck, President of the Penn National Bank and Trust Company of Reading, and a graduate of the College in 1900. Mr. Hasbrouck reviewed the life of Girard, emphasizing his patriotism and public spirit.

The morning address on Founder's Day, directed primarily to the boys of the College, was delivered by Mr. Frank A. Honicker, a graduate in 1907, who has served for a number of years as Secretary of the Rotary Club in Philadelphia. Mr. Honicker had addressed a series of letters to Girard men selected from the past seven decades, requesting that answers be given to the question, "What has Girard College meant to me?" The response to this question was hearty, and the replies proved of more than passing interest. When these men sat down to enumerate what Girard College had meant to them, they practically made a list of every thing worth while in life. In this summary of what the College meant, we find such basal life needs as spiritual training, the stimulation of habits of regularity, the cultivation of a desire to help the other fellow, the formation of ties of friendship, the development of a fraternal spirit, the building up of physical fitness, the inculcation of attention to duty, the fostering of a love of American institutions, the furnishing of beneficent discipline, and the affording of a capacity to enjoy life. Perhaps no more effective way could be devised for testing the results of the training in Girard College than that hit upon by Mr. Honicker.

Numerous telegrams and letters were received from alumni

in various parts of the world in connection with the Founder's Day celebration. It is encouraging to learn that old boys are thinking of the College and members of its staff on this day, which has meant so much in the lives of Girard graduates.

The alumni organizations steadily increase, the total now being nearly or quite twenty. A church group is one of the late additions to this number, the purpose of which is to honor Stephen Girard by attending some church service in a body and recognizing in a public way the obligation which these boys owe to the Founder. Active alumni groups have continued in every part of Pennsylvania, and during the past year such a group organized and met for the first time in Atlantic City, and an earlier alumni movement in Greater New York was renewed. It has been the privilege of the Superintendent of Admission and Discharge and the President of the College to attend various alumni meetings, and always the spirit of loyalty was largely in evidence.

In addition to the other alumni groups, a movement has been instituted among men of a particular interest. Girard graduates who are bank officials have formed a club which meets two or three times a year for fellowship and the renewal of the memories and associations of Girard. The number of Girard graduates who have made their way to headships of financial institutions or departments of these institutions is a great encouragement to the boys now in the College and the younger graduates. The high regard in which Girard men are held because of their dependability and their capacity to co-operate has made them especially valuable to financial institutions.

Not the least important of the alumni interests and activities have been those of the younger group who are continuing their education in colleges and universities. The interest of Girard Alumni in higher education grows steadily. A goodly number of boys graduated last year from colleges and universities, several of these completing their training in professional schools. In this day and generation it is a big undertaking for a boy to put himself through college, and especially to add to his undergraduate training a further professional training

of three or four years. Some of our boys recently graduated from professional schools have taken up the practice of their chosen professions.

Girard is not primarily a college preparatory school. Our education in preparation for college admission is incidental, but our better boys are abundantly able to maintain themselves in colleges, and some of them have earned distinction.

The cost of a college course has steadily increased, and at present this cost is almost prohibitive to those who are wholly dependent on their own resources. We have sought, by means of alumni contributions and the utilization of endowed scholarships and other funds set aside for the aid of alumni, to furnish the means of paying the tuition of worthy boys who are ambitious and who seek a college education. We endeavor to pay the tuition of boys and to help them, if possible, to secure positions which will enable them to meet the cost of their board and room rent, allowing them to make provision out of summer employment and savings which have been husbanded to provide for their incidental expenses.

Girard College greatly needs additional scholarships. We have at present but two endowed scholarships, when we could use twenty at least to splendid advantage. The proceeds of the Todd Fund, and of the Brocklehurst Fund in part go toward paying tuition, in addition to the endowed scholarships just mentioned. The Brocklehurst Fund is made available for other than scholarship needs, and numerous demands of this sort are made on it.

Principal William L. Grant, of the Upper Canada College in Toronto, in a late address before the Headmasters' Association, reported that his school planned to establish fifteen scholarships as a memorial to those from the school who had lost their lives in the World War. This was done, he explained, so there might be for all time a stream of boys with good brains going through the school, as a memorial to those whom the school had trained and sent out to die in the service of their country. A group of memorial scholarships at Girard College, founded in the names of the donors themselves, their classes, some member of their families, or some officer or teacher of the

College will provide a way in which a debt of obligation can be paid and a fitting tribute rendered to some one who is regarded as worthy. Twenty such scholarships, endowed to yield \$400 each year, in addition to the scholarship aid now available, would be a veritable godsend as a means of assuring to the worthy boys of the future opportunities for advanced education.

CONCLUSION

Endowed institutions for social service continue to receive attention from students of philanthropy and social workers. The White House Conference, to which reference was made at the opening of this report, stressed strongly the home care of children. Trusts which continue in perpetuity have also occupied the attention of these same students of philanthropy. It was with some degree of satisfaction that the officers of the College were in conference with the authors of a book now being prepared on "Wise Public Giving." That book will give a prominent place to the philanthropy of Stephen Girard, and it will, we believe, furnish an account of Girard College which can not but contribute to a better understanding of Stephen Girard and his benefaction.

Girard College has striven to function as a public service institution, giving help to boys who in their childhood need provision for their upbringing and education. The collateral services of the College extend to the influence which it exerts on other institutions and the aid which it renders them. The number of children who can be served by Girard College is not large, but the influences of the College can be multiplied many times over if it cultivates helpful relationships with other institutions which are doing a similar work.

Repeatedly we are asked the question whether the Girard boys are appreciative of all that is done for them. The same question is sometimes asked about children in private homes. In recent years a British weekly editorialized on the theme "Are Boys and Girls Grateful?" Possibly children in general

are less grateful in the present era than they were in the age preceding: at least their elders would lead us to believe that this is true. It is doubtful, however, whether children were ever very expressive of their gratitude. Such a thing as having a spirit of gratitude and appreciation without expressing it is quite possible. Perhaps the wisest way to cultivate a correct feeling of gratitude in children is to stimulate the habit of helpfulness and the desire to be useful in their relations with those with whom they are in contact. If young people grow up with a spirit of helpfulness in their relations with others, they will not be wanting in appreciation for what others may have done for them.

Of one thing we are sure at Girard College. Appreciation grows as the years pass. Boys may receive the services of the institution in their earlier years as a matter of course; they may even develop the feeling that these services are their due, but with the passing of the years they are more appreciative of how great the services are and how favored is their lot to enjoy them. When, after seven, eight, or nine years, the time comes for a Girard graduate to leave the Institution, he is not lacking in his expressions of appreciation, and, after his departure, his respect and esteem for the College grow with the years. The most enthusiastic supporters of Girard College are the graduates of thirty, forty, or fifty years' standing, and one can almost formulate the rule that the degree of appreciation is in direct proportion to the number of years that pass.

Of one other thing we may be well assured. The mothers of Girard boys, present and past, have genuine gratitude for what the College is doing and has done for their sons. More frequently than in any preceding year, 1930 has brought letters of commendation from the mothers of boys who are at present in the institution. Some of these letters have been received shortly after boys have been admitted, conveying the mother's great gratification that her boy has been accepted and that he has the opportunity of enjoying the education of such an institution. Letters come back after boys have been home for vacations, remarking on the improvement which has been noted in their bearing, manners, and intellectual development. Mothers

follow the unfolding of the boys' characters and minds and are quick to express their appreciation.

Commencement after commencement brings back new collections of letters from both mothers and boys, expressing oftentimes naively, but with unmistakable feeling, a sense of indebtedness to Girard College. Sometimes these messages come from grand-parents or other members of a family, but they always express the feeling that a boy's life has been changed, that he is a different boy, has a different outlook and a different prospect because of what Girard College has done for him. To meet with such response and to have oft-repeated expressions of such appreciation makes one feel that the forethought of Stephen Girard, and the joint effort of Directors, officers, and teachers, are worth while.

Perhaps in no particular are there more grounds for encouragement than in the changed tone of letters and personal interviews, complaints and criticisms having given way to expressions of compliment and commendation. Early conferences on Mothers' Days consisted largely of the registering of complaints and the furnishing of information which it was believed the President of the College did not have and should be in possession of as to the limitations, failures, and unsatisfactory service of the Institution. Twenty years ago it was not uncommon to have a score or more of such complaints and criticisms at a single Mothers' Day reception. It is indeed a happy experience in late years to have a Mothers' Day come and go without our hearing a single stricture or word of censure but rather genuine expressions of commendation for the work that Girard College is doing. We may all find for ourselves abiding encouragement in this fact. For the Founder we express the hope that he, too, in the land of spirits, may have the consciousness that his benefaction is operating to aid those who are in need, and for the good of the world.

Respectfully submitted,

CHEESMAN A. HERRICK,
President.